A CRITICAL ANALYSIS OF UNEMPLOYMENT ENTRENCHED IN FOUR BUSINESS STUDIES GRADE 10 TEXTBOOKS

BY

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A DISSERTATION SUBMITTED IN ACCOMPLISHMENT OF THE
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Declaration

I, Riona Dhanraj, a Master of Education (Commerce) student at the University of KwaZulu-Natal (Edgewood), hereby declare that the information enclosed in this dissertation is my own original work, apart from specifically acknowledged work sourced from other researchers. In cases where text had been extracted directly from the source, it was placed within inverted commas and acknowledged accordingly. The University of KwaZulu-Natal is the only university to which this dissertation has been submitted.

Signature: _Dhanraj_   Date: _20 August 2018_

Riona Dhanraj   Student number: 209501011

Supervisor's declaration

As the supervisor of Riona Dhanraj (Student number: 209501011), I agree to the submission of this dissertation.

Signature: _____   Date: 20|08|2018.

Dr J Ramdhani

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To my best friend / Zumba buddy / fitness trainer, Kriantha Naidoo – thank you for your encouraging talks, this motivated me throughout the course of this whole journey. I really do appreciate it all.

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Dedication

I dedicate this dissertation to my mum (Marlene) and dad (Rakesh), as this would not have been possible without the love they showered upon me. I want to take this opportunity to say I LOVE YOU MUM AND DAD from the bottom of my heart.

Abstract

This study explores the representation of unemployment in four grade 10 Business Studies textbooks through the use of Critical Discourse Analysis (CDA). CDA was used in this qualitative study as a research technique applied by the researcher, for the purpose of analysing the relevant texts.

The framework of analysis here includes the use of Gee's (1999, p63-65) level one: "form-function" and level three: "situated meaning" models. When dealing with 'situated meaning', the researcher adopted two aspects of Huckin's (1997) model, in particular, "topicalization" and "connotations" (Huckin, 2002, p28). Huckin's model was used to critically analyse the findings from the sample textbooks utilised.

The findings suggest that power and domination were evident as themes throughout the four sampled textbooks, mainly in the framing of the text. To focus in further on the findings, it would seem that certain pieces of information in the textbooks had been strategically played down to give importance to those parts that the publisher perhaps felt were more valuable, and which fed into power and domination themes that embodied themselves in the texts. For example, when defining 'unemployment', the four sampled textbooks provided different unemployment rates for South Africa. This observation, on its own, is creating confusion for the reader because the reader will not be able to identify which figures to rely on and therefore not see the severity of the issue of unemployment. Even with the projections made the figures are still wrong, as in reality, the unemployment rate is sitting at 36.3% (StatisticsSA, 2016, p xiii).

These findings inform and extend the researcher's understandings of the representation of unemployment in Business Studies textbooks, and led to the recommendation that one needs to be critical and wary when reading texts, especially those that form part of the public domain – as there is a strong possibility that the manner in which they are presently written could be influenced to benefit certain stakeholders. From the findings, a vital recommendation suggested is that in schools, teachers also need to be 'guarded' about the issue of textbooks being influenced. Therefore, when teaching, a teacher needs to engage with a variety of different resources in the classroom in order to eliminate the possibility of being biased within the classroom.

The results thus outline that 'connotations' have featured more prominently, yet 'topicalisation' does also feature – however, not to the same extent as that of connotations. This knowingly or unknowingly reveals that the texts have been structured in such a way that they bear more of a hidden agenda in terms of connotations, in relation to unemployment.

This study adds to the academic ambit, as the findings suggest that there is a clear case of misuse and manipulation of power. Therefore, textbooks should not just be looked at in a superficial manner, but rather, should be critically evaluated. Teachers should not rely on only one source within the classroom, as it could ultimately disadvantage their learners educationally.

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CHAPTER ONE

Introduction

This thesis will explore the representation of unemployment in four grade 10 Business Studies textbooks used in South African schools, through the use of critical discourse analysis to discover the real meaning of the text. The purpose of critically looking at unemployment in this thesis is to critically evaluate, analyse and synthesise (Hart, 2005) how unemployment is represented within school Business Studies textbooks. Understanding the concept of unemployment will make meaning of this socio-economic issue that the world, including South Africa, faces. According to the Department of Basic Education (2011, p16) in the Curriculum Assessment Policy Statement (CAPS) : Business Studies, unemployment is seen alongside other socio-economic issues such as HIV/Aids, gambling, piracy, violence, crime and counterfeiting, poverty, gender, and other social injustice issues . The highlighting of this socio-economic issue, unemployment, shows the need for it to be meaningfully addressed within the classroom, given its severity particularly within the South African context. Therefore, the researcher wants to investigate in this thesis how unemployment is represented within Business Studies grade 10 textbooks, and if there are any influences that are dominant in the textbooks.

1.1   Background of unemployment in South Africa

According to Trading Economics (2017, p1) and a media release by Stats South Africa, hereafter referred to as StatsSA (2017, p1), the year 2017 began with an increased unemployment rate of 27.7%, which had increased from 26.5% in the previous year; in other words, this implies that 433000 more job-seekers are looking for jobs (StatsSA, 2017, p1). This year unemployment had reached its peak as it is the highest rate since 2014 (Trading Economics, 2017, p1).

Figure one: South Africa's unemployment rate since 2014

This table clearly shows the trend of unemployment. Rodrik (2008, p2) points to the fact that the unemployment rate in South Africa is amongst the top fifteen in the world (Trading Economics, 2015), and that it increased from a low figure of 13% during the apartheid regime to 27.7% (StatsSA, 2017, p1) post-apartheid, which is now 26 years into democracy. The implication of this is that "poor record on employment represents not only an economic tragedy; it poses a significant threat to the stability and eventual health of the South African democracy or the economy" (Rodrik 2008, p2). Cloete (2015, p515) mentions that democracy brought about the implementation of "neo-liberal globalization and free-trade" that contributed significantly to the growth in unemployment. In the event of this, South Africa had been open to the "import of cheap products and the well-intended labour legislation of (the) ANC contributed to unemployment in South Africa [emphasis added]" Cloete (2015, p515).

The National Treasury (2011, p5) states that South Africa has an acute problem of youth unemployment. Klasen & Woolard (2000), Lloyd & Leibbradt (2013), Banerjee, (2006) and Kingdon & Knight (2001) discovered that unemployment is on the rise because people are not obtaining the skills or experience needed to improve the economy.

Kingdon & Knight (2001, p26) describe unemployment as being a beast that can tear whatever is left of the economy. This "beast is most momentous" in South Africa (Kingdon & Knight, 2001, p26) because South Africa has one of the highest unemployment rates in the world (Burger and Fintel, 2009). Kingdon & Knight (2006) concur, pointing out that the

unemployment percentages in South Africa are alarming and are at their peak amongst non-white citizens. Cloete (2015, p515) further highlights that "unemployment is higher amongst the poor" and is "one of the four poverty traps inherent in the socio-economic situation since 1994 [sic]".

In view of the above, the researcher decided to conduct this study to critically analyse how unemployment is presented or represented in the Business Studies discipline, to see if it reveals the severity of this issue.

1.2   Context of study: the Business Studies discipline

This study will be conducted under the Business Studies discipline. The issue of unemployment is taught under the topic 'socio-economic issues' in the Curriculum Assessment and Policy Statement (Department of Basic Education, 2011, p8-9). The document aims to "equip students with the essentials to make conversant choices, to conscientiously participate in the economic sectors" and "to pursue sustainable entrepreneurial and self-employment career paths". The study seeks to discover if these goals have been met in the four sample grade 10 Business Studies textbooks, by seeing how and if they are addressing the issue of unemployment, and to what extent they are equipping learners to meet the goals of the CAPS document.

1.3   Importance and impartiality of textbooks in education

There are various debates around the importance and impartiality of textbooks, and many scholars have highlighted their controversial role. Textbooks are significant resources used (Gullicks, 2005), authoritative in nature (Green and Naidoo, 2008), largely 'influenced' (Mohammed and Kumari, 2007), very contentious (Ngubeni, 2009) and a political instrument (Naidoo and Muthukrishna, 2014). It is therefore evident that textbooks carry a very prominent role in terms of context, perspectives, hegemony and power. From a simple understanding, a textbook is a tangible item that carries valuable information about a particular subject. Textbooks are used as a resource when teaching and learning takes place. From an educational terrain, textbooks function to serve as enriching resources for the betterment of scholars and their future. Green and Naidoo (2008, p236) corroborate this finding, that textbooks are "important mediators", and can be seen as the syllabus or primary

body of knowledge that guides learning. Nicol and Crespo (2006, p331) proffer views that align with those of Green and Naidoo (2008), as they explicitly draw attention to the fact that textbooks provide the framework for what will be taught, to whom, when and how. Therefore, the primary purpose of textbooks within the educational terrain is that textbooks are developed for educational purposes and are significant resources, as they embody what needs to be taught and to whom.

Apple and Christian-Smith (1991), cited in Green and Naidoo (2005, p236), draw attention to that fact that it is evident that textbooks play a pivotal role in schools; however, they argue that little attention has been paid to this artefact that plays such a major role in defining whose culture is taught, alluding to the socio-culturally influential nature of textbooks. Therefore Elza, Magda and Ndlovu (2014) highlight that resources such as textbooks represent power in the classroom; however, if these textbooks are not implemented correctly they will oppose the primary purpose mentioned above and create further division between previously advantaged and disadvantaged people. Manyike and Lemmer (2014, p251) support Elza, Magda and Ndlovu (2014), in that incorrect implementation of textbooks will further "segregate and create an unequal schooling system".

Pinto (2007), Ngubeni (2009) and Gullicks, Pearson, Child and Schwab (2005), highlight the positive attributes of a textbook. Ngubeni (2009) acknowledges the role textbooks play in the teaching and learning processes, as, he asserts that textbooks play an integral role in helping to convey knowledge, skills and values to the students. Therefore, textbooks are powerful resources in the classroom as they carry vital information (Pinto, 2007). These significant roles that textbooks play in school largely depend on the setting of the school. For example, textbooks play an even greater role in schools that may especially be located "in rural public settings", where textbooks are the only resource used in the classroom, and where there are various constraints like poverty that these areas face (Mohammed and Kumari, 2007, p2). Therefore, textbooks may be associated with the 'heart' of the school, and without the universal text that they carry, there would be no schools – at least as we know them (Oakes and Saunders, 2004). This clearly indicates that textbooks are created with an intention to serve as valuable assets, which should contribute as a value-adding agent that should "guide learners' sensibility" in terms of experiences, ideas and thoughts (Gullicks *et al.*, 2005, p248). These enriching traits previously mentioned aim to maximise

the learning opportunities for students. Textbooks are seen as agents that should help create a democratic environment which caters for the demographics of the classroom and the diverse backgrounds reflected therein, in a more meaningful way (Mohammed and Kumari, 2007).

There is definitely a lack of appreciation for the significant role of textbooks in the classroom. Through research it was observed, as mentioned earlier, that textbooks have a contested nature. An example of this, according to Tay (2013, p229), is that students are profoundly dependent on the content published in textbooks to assist them in the learning process, as textbooks help them "make sense" of content being taught in the classroom. This notion that students are heavily reliant on textbooks makes way for political influences, which will be further explained, as some scholars like Aldridge (2006, p663) put forth that "textbooks are muddled by conflicting desires to promote inquiry and to indoctrinate blind patriotism". This therefore shows that textbooks are politically influenced resources that may well be designed with the intent to inadvertently gain the blind loyalty of scholars.

The points highlighted above sum up that textbooks are heavily relied upon by both the teacher and the learner. Textbooks are the primary mediator used in the classroom. According to Spring (2001), textbooks are 'influenced' resources which are muddled with uncalled-for jargon. This particular resource serves for "economic and political purposes" that operate and serve for the nation and not the student (Spring, 2001, p248). Apple (2000) corroborates the perspective of Spring (2001), asserting that textbooks empower certain people and disempower the rest. These critical and strong views on textbooks indicate that textbooks are a heavily influenced discourse; therefore, one should not rely heavily only upon textbooks, as they possess traits that may serve the interest of the dominant group. This makes textbooks questionable and contested resources that carry the thoughts of various influencers. Furthermore, this unequally represents the demographics of a country, which in turn, creates an essentially biased resource that is comprehensively relied upon in schools.

1.4   Unemployment and textbooks

A perusal of different online search engines like Google Scholar, Ebscohost, Sabinet and various others, has allowed for an exploration of the term 'unemployment' in relation to text analysis. However, it was noticed that an analysis of the term 'unemployment' is evident in

texts, albeit in very limited amounts – and that text analysis was done mainly in the policy documents by National Treasury (2011), Shimer (2005), Kingdon & Knight (2003), Banerjee *et al* (2006) and Levinsohn (2007).

Internationally, a study was conducted by Johansson (2004) in a PhD programme on entrepreneurship, aimed at students of economics in Sweden, to see if adequate training was given concerning unemployment and entrepreneurship and how one could deal with matters concerning the latter by means of a vocabulary analysis of graduate textbooks. This study sampled microeconomics, macroeconomics and industrial organisational textbooks. He had sampled 20 textbooks, and concluded that many of provided large chunks of information but failed to recognise that economics involves 'actors', and without actors, there is no ' play', so without being actively involved there would be no change (Johansson, 2004, p12). Johansson (2004, p1.) also concluded that if this study were to have been conducted in the United States a similar result would be obtained, because similar textbooks are used.

Tella, MacCulloch and Oswald (2000) conducted text analysis in modern macroeconomic textbooks, identifying the preference of unemployment over inflation. They concluded that people are happier when unemployment and inflation are low, which is a finding consistent with the standard of macroeconomic textbooks. This indicates that these textbooks are prepared in accordance with the context in which they exist. Graham (2000, p1) also looks at text analysis of the "economic iceberg". The economic iceberg was analysed to see how this illustration stimulates conversation pertaining to the economy. The findings concluded that the illustration helps to delve deeper within the socio-economic issues that exist.

Through research, it was noticed that text analysis on unemployment was conducted internationally mainly in economic textbooks trying to identify the relationship that exists between unemployment and the economy. However, after reviewing the literature, it was apparent that there is a 'silence' in research on the topic in South Africa, which is the country of choice for this study, with specific reference to the economic representation of unemployment in grade 10 Business Studies textbooks. After reviewing the different representations of unemployment globally and nationally, the economic representation of unemployment in the discourse will be viewed through the lens of Gee's (1999) language in use as a tool of Critical Discourse Analysis (CDA). A current search revealed that there is a need for this research, as it will contribute to the body of knowledge on the topic.

1.5 Personal and professional rationale

The rationale behind this study firstly stems from a personal and professional interest the researcher has as a Business Studies teacher, who frequently teaches about socio-economic issues – in particular, unemployment. This specific area of interest has been inspired by the high degree of unemployment that we are facing today on a global scale.

Due to the severity of the issue of unemployment (Nehring, 2014), it is of interest to know what the discourse is saying from an economic perspective, to see if there is a correlation between "the use of language in the text" (McGregor, 2003, p2), the severity of the issue of unemployment (Nehring, 2014, p3), and the exercise of power and domination (Van Dijk, 1993, p249). If there is any correlation willingly or unwillingly intertwined in the discourse by the authors or publishers who may seem to promote preconceived agendas, this study attempts to uncover and critically analyse this.

Business Studies was selected because issues of unemployment are apparent within this discipline; in grade 10, unemployment is taught under 'contemporary socio-economic issues', in grade 11, it is taught under 'stress and crisis management', and in grade 12, it is taught under 'investment insurance'. It is of interest to determine from where the economic perspectives in terms of the words in these sentences originate.

A review of salient literature pertaining to the topic highlighted the fact that there is a 'silence' in terms of the representation of unemployment in Business Studies grade 10 textbooks, seeing as there is a dearth of studies on textbook analysis in general. Due to the limited studies found thus far on textbook analysis regarding the topic, it appears to be sustainable research to embark on, as it will add to the current body of knowledge available.

1.6 Purpose, objectives, research questions and location of the study

1.6.1 Purpose

The purpose of this thesis is to critically analyse the discourse on unemployment in Business Studies grade 10 textbooks. Mainly, the focus is to investigate whether the textbooks intentionally or unintentionally are influenced from an economic perspective and why. The

study involved an in depth look at unemployment, by critically evaluating, analysing and synthesising (Hart, 2005) the representation of unemployment in Business Studies grade 10 textbooks. The aim is to see how the language in the discourse was utilised, wittingly or unwittingly, to drive the exercise of "power and domination" (Van Dijk, 1997).

1.6.2   Objectives

The primary objective of this study is to discover the connection that is present between linguistic use in the texts inspected, and the use of 'power and dominance' by the textbook developer – to examine how unemployment is represented in Business Studies grade 10 textbooks and why it is embodied in this manner. The core emphasis of this study is on the words written within the chosen four Business Studies grade 10 textbooks, to envisage representation from an economic perspective and who the discourse may be benefiting.

1.6.3   Research questions

1. How is unemployment embedded in grade 10 Business Studies textbooks?
2. Why is unemployment presented in that specific way in textbooks?

1.6.4   Location of the study

The researcher has decided to conduct the study within the education sector, focusing on textbooks used in grade 10 Business Studies classrooms for the South African Further Education and Training (FET) phase. The reason behind the chosen location for the study is that the researcher, from a professional point of view, has a deeper interest in the chosen field because she is presently engaging with Business Studies in the FET phase. Therefore, this makes the research project more feasible and viable to conduct.

1.7   Outline of methodology

The study will be conducted using qualitative methodology. The qualitative methodology will be relying on critical theory, and from the basis of critical theory, the researcher will be investigating the notion of 'power and domination'. The lens through which to analyse the salient texts is CDA. This study aims to gather qualitative data, as it is approached from a

qualitative angle. According to Rapley (2008, p2), qualitative research "can be identified as a research approach intended for the world out there and to understand, describe and sometimes explain social phenomena from the inside in a number of ways". Creswell (2003, p6) argues that in qualitative research, nothing is taken for granted – but rather, every detail, word, action or gesture helps enrich the data that is obtained. He goes on further to state that qualitative research methodology is best suited for critical research as it helps obtain rich data about the world they believe is unjust.

1.7.1 Theoretical framework

This study will be guided by critical theory, as this will be employed and adopted as the theoretical framework for this study. According to Giroux (2004, p36) critical theory allows one to question one's position, or what one has become through social 'formations'. Magunje (2013, p26) puts forth that critical theory analyses the contending power that exists within the social order and attempts to identify "who gains and who loses in specific situations". Nodaushan & Daftarifard (2011, p26) link critical theory with critical pedagogy, as they argue that critical pedagogy is currently practised since the previously marginalised are still oppressed by the elite, which leaves the oppressor to enjoy further freedom. Akbari (2008), mentioned in Nodaushan & Daftarifard (2011, p26), states that within schools, "social, cultural, and political dynamics of language use still exist". Thus, Fairclough (2003, p6) contends that critical theory gives one the expertise to question one's position of social formations that take place in schools, the broader context, or even within discourses. This study therefore questions the discourse of unemployment entrenched in Business Studies grade 10 textbooks, to ascertain whose interest dominates, if any, in the Business Studies textbooks and why.

This study falls under the scope of 'critical paradigm'. Dimitridadis & Kamberelis (2006, p132) argue that the critical paradigm aims to discover the uneven and biased ways in which the world is structured. They elaborate further, by maintaining that critical paradigm sees reality for the 'way it is' by the social, political, cultural, economic and other dynamics that contribute to and shape the world. A Gramscian analysis suggests that critical researchers do not believe in being neutral or objective, but rather, focus on bringing about some kind of social change that benefits marginalised people (Dimitridadis and Kamberelis, 2006). The 'critical paradigm' is best suited for this approach to study as it aims to critically understand

the discourse of unemployment entrenched in Business Studies grade 10 textbooks. The focus of this study is to uncover the economic representation of unemployment within the texts from a 'dominant' perspective – to reveal and question the use of domination which directly or indirectly exists within the textbooks, and henceforth evaluate the economic nature of these textbooks of which most citizens may be unaware.

This study seeks to understand the contending interests concerning dominance that would be imposing and driving the discourse of unemployment in textbooks, by using CDA as an analytical tool and lens. According to Fairclough (2003, p1), CDA is informed by or forms part of critical theory. Magunje (2013, p29), concurring with Bijeikienë (2008, p105), believes that "CDA forms part of critical social research aimed at addressing social problems like unemployment". CDA also addresses social problems through the analysis of text (Bijeikienë, 2008, p105).

CDA will be adopted where the critical lens of 'power and dominance' will be utilised. 'Power' is another major player that influences text, and Fusaro (2010, p5) views power as the ability to "make someone do something that they would never have done". Lukes (1986) and Wrong (1979), mentioned in Van Dijk's (1998, p5) article, state that power is known to be a form of social control that is used to control groups that have less power. Van Dijk (1998) further goes on to state that the power which the agent groups have is used as a form of control, as they are the ones that have access to the public discourse. CDA looks at social power and the control that it has over textbooks. Hence, this study scrutinises how power is exercised in the relevant textbooks chosen, and to what extent. Azimova and Johnstone (2002, p339) assigns money to power, as she states that people who have more money in comparison to others, have power. Van Dijk (1998) concurs with this outlook, as he points out that people who have money can buy what they want to be 'seen' in textbooks, as publishers develop textbooks mainly for monetary gain (Van Dijk, 2006, p362). This observation is vitally important to this study, which focuses on whether textbooks may or may not have a particular interest, and if they do, then why.

1.7.2   Critical Discourse Analysis (CDA)

CDA, according to Huckin (1997), is the analysis of text from a critical lens or thought which comprises power, hegemony, ideology or dominance. Critical discourse analysts believe that

words positioned in text are powerful, as they convey authoritative messages. In line with Huckin (1997), Van Dijk (1998, p1) proclaims that in CDA, text can 'talk' to promote hidden messages associated with "social power abuse, dominance and inequality". Blommaert and Bulcaen (2000) state that CDA is highly sensitive to its context, as critically analysing text requires one to take an ethical stance, seeing as critical theorists believe that benefits should be for the marginalised (Creswell, 2003, p10). McGregor (2003, p2) argues that CDA empowers the powerless and transforms social injustices.

CDA will be adopted for this study, as this study endeavours to analyse text in a critical manner with the intention of identifying social injustices, if any, identified in the text. CDA helps to delve deeper into the power issues associated with dominance in relation to unemployment, and the existing discourse around this. Hence, CDA will provide an analytical tool for this study.

1.7.2.1 Gee's method of CDA

The researcher adopts Gee's method of CDA (1999) for this study because it is based on the analysis of text through "linguistics or semiotics" (Fairclough, 2003, p5). Gee (1999, p63-65) proffers 3 levels of analysis that may be used for the purposes of this study, and the following aspect of the model will be adopted for the analysis of chosen texts, *i.e.* "form-function", also known as level 1, and "situated meaning", which is referred to as level 3. Adopting levels 1 and 3 would facilitate the process of delving further into the study, such that rich data could be created.

This study initially analyses the chosen texts in an uncritical manner by looking at each of them as a whole, as Huckin (1997, p2) indicates that this is the most efficient entry point to CDA. Each text will be analysed in the genre by identifying selected words, which are: 'unemployment', 'joblessness', 'redundancy', 'retrenchment' and 'idleness'. Every page will be analysed in detail.

The next step will be to analyse the texts using Gee's (1999, p63-65) level 1: "form-function", to identify the role the selected words played in the texts and thus see the intended meaning of these words used in sentences from a more critical perspective. Huckin's (1997) model will be adopted to find the "situated meaning" (Gee, 1999, p63) by applying his concept of

"topicalization", *i.e.* an analysis of the position of the words in the text and the connotations present, to find the secondary meaning of a sentence. This allows for more in-depth analysis, and how the discourses surrounding unemployment are entrenched in the Business Studies grade 10 CAPS-compliant textbooks. Moreover, it allows for enquiry regarding the likely extent to which people are marginalised, if marginalisation appears in the text.

1.7.3   Sampling

The method of sampling chosen for this research project was convenience sampling. According to Patton (1990), cited in Polkinghorne (2005, p140), this is a method used when one chooses information-rich data based on the purpose of the study, and which is convenient to attain. For this study, grade 10 Business Studies textbooks were selected as the researcher engages with this grade and these textbooks on a daily basis. The four most prescribed textbooks used in grade 10 at the school were chosen, which are: *Focus*, *Platinum*, *Enjoy* and *Clever*. These textbooks will hereafter be referred to as Book F (Focus), Book P (Platinum), Book E (Enjoy) and Book C (Clever). All these books are CAPS-compliant. Therefore, this study will contribute to the body of knowledge surrounding the relatively new CAPS curriculum.

1.7.4   Reflexivity and trustworthiness

The work of Rebecca Rodgers (2004b, p250) has been relied upon when engaging with the notions of reflexivity and trustworthiness in this study. According to Rodgers (2004b, p250-251), the prime objective will be to see if "our data, member check with participants, and the theory" coincide; if they do, it is an "accurate or valid" reflection of reality, which is referred to as "triangulation". However, when referring to the aims of critical research or study, triangulation is problematic as in CDA, "knowledge claims" made from the analysis of language "hinder empirical research that is aimed at establishing the truth" (Rodgers, 2004b , p250).

Reflexivity and trustworthiness are solely based on how the study integrates the suitable apparatuses that ensure the researcher and the reader of the quality of the research, which include the method and its findings. One of the characteristics of qualitative-based research is the issue of trustworthiness. Thus, this study takes much cognisance of the notions of

reflexivity and trustworthiness, in order that the credibility and authenticity of this study may be ensured for readers. Trustworthiness, in the view of Vithal and Jansen (2006), is the quality of a piece of work that inspires reliability, which is deserving of trust.

Reflexivity, therefore, is used in this study as it implies that the person conducting the study or promoting the theory is included as "the subject matter she is trying to understand" (Rodgers, 2004b, p250). This is seen as an 'inwards reflection' of oneself as a subject, promoting a meaningful and trustworthy analysis.

1.8   Outline of thesis

This thesis is divided into five chapters, in which Chapter One looks at the overview of the thesis; however, Chapter Two to Chapter Six make up the five core chapters of this thesis.

In Chapter Two, the literature review, in addition to the theoretical background, will be presented. The point of departure for this thesis surrounds an in-depth analysis of textbooks and their contested nature. In particular, the observations found in the work of Gullicks *et al.* (2007) will be examined, which look at the 'influenced' nature of textbooks. Pinto (2007) highlights the significance of textbooks in teaching and learning; further, Naidoo and Muthukrishna (2014) look deeper at the themes of influence and power embedded within textbooks. Reference will also be made to the issue of unemployment, as the theoretical chapter will conceptualise the term and critically evaluate the severity of unemployment by relying on the works of Kingdon and Knight (2004), Elita and Ashipala (2010), Mlatsheni and Rospabe (2007), Rathbone (2012), as well as the works of other scholars who are mentioned in-depth in Chapter Two.

Chapter Three of this thesis will cover the methodology used in the analysis of Chapter Five, the latter of which involves the presentation of data. Chapter Three explains the steps applied and used for this study. It highlights the theoretical framework that guides the choice of method. This chapter is delineated into three subdivisions. In the first part, the qualitative approach to the study is disclosed as this allowed for rich, in-depth data to be collected, contributing to a study that provides rich, meaningful data (Rapley, 2008, p[[insert pg.no]]). The second part of this chapter deals with the research strategy, as it elucidates the theoretical framework, CDA, which describes the research approach used to analyse the sample. Lastly,

the third part of this chapter demonstrates how the issue of trustworthiness (Rodgers, 2004a) has been taken into account.

In Chapter Four of this thesis, the results of the analysis of Chapter Five will be presented. This chapter unveils the relationship of the common or coincidental information shared amongst the four sampled textbooks, through emphasizing the mutual, usable and useful information that may be cultivated from these sampled texts. The four textbooks sampled, which are clearly mentioned in Chapter Three, are *Platinum Business Studies* (P), *Enjoy Business Studies* (E), *Focus Business Studies* (F) and *Clever Business Studies* (C), all of which have been examined with a critical eye. The overarching themes that emerged, and which nurtured them as the main string of thought emanating across all four sampled textbooks, were identified and highlighted. These overarching themes that arose give meaning to and answer the research questions laid out in Chapter One of this study.

In order to answer the research questions, the data found through the two levels of analysis performed drew on Gee's (1999) method of CDA and Huckin's (1997) model (certain aspects of these models were used – refer to Chapter Three). These two levels of analysis allowed for engagement with the textbooks in a deeper manner, in order to provide reasonable findings that answer the research questions stated at the beginning of this study. To sum up, in this chapter, the relevant and useful information picked up from the sample of textbooks that alludes to how unemployment is represented, will be brought to the fore.

In Chapter Five, the findings are discussed thematically, as each theme had been critically looked at and supported by the literature review compiled in Chapter Two, in order that the correlation between the identified themes and existing body of literature could be shown.

Finally, Chapter Six focuses on the conclusions and recommendations made, as this chapter answers the research questions laid out in Chapter One through recapitulation of the purpose and findings of the study. These are supported by using a summary of the data from the themes highlighted in Chapter Four. The findings are then related to previous research and the limitations are thereafter considered; lastly, recommendations from the research project are provided.

1.9   Chapter summary

This chapter outlined the path of the study, while also highlighting the driving force that motivated it from a personal and professional point of view. The next chapter presents the literature review and theoretical background underpinning this study.

CHAPTER TWO

Literature Review

2.1   Introduction

This chapter analyses existing literature pertaining to the discourse on the economic representation of unemployment in Business Studies grade 10 textbooks, by briefly drawing on the background and introduction to the discourse mentioned in Chapter One. An in-depth view, interpretation and observation of the literature review will be provided, by examining relevant theories and debates around textbooks and unemployment. The objective is to help understand the current state of textbooks and unemployment itself; as illustrated by Collada and Axtura (2006), textbooks and unemployment are contested in their nature – the goal is to detect if these textbooks are influenced in any way from an economic perspective. Development, therefore, will progressively be made on the theories, debates and the contested nature of textbooks, by including the different views of unemployment in relation to Business Studies textbooks within schools to see if there is any existing literature on the representation of unemployment in textbooks. Furthermore, to identify the argument, if any, being made by scholars on the representation of unemployment in textbooks.

The next part of this chapter will focus on the conceptual framework of this study, which focuses on unemployment by foregrounding the theories, debates and representation of unemployment within textbooks; moreover, establishing a global opinion on unemployment. A literature review comprising a critical analysis of textbooks and unemployment will also be established in this chapter.

In terms of the literature review, in South Africa, there is a high degree of unemployment – which is a matter of grave concern as this issue broadens out extensively to the world at large. In this sense, unemployment is seen as a continuously rising socio-economic issue that contributes to the creation of poverty (Misturelli & Heffernan, 2008). Schiro (2008) argues that unemployment is created by social formations erected which cause societies to collapse, as they are polluted with Eurocentric visions of knowledge, culture and values that resultantly tend to promote unemployment and poverty. An argument posed by Mnguni (2013), that

coincides and coexists with the views of Schiro (2008, p133), maintains that Eurocentric visions promote and embed a stigma attached to "unemployment", which inadvertently creates unemployment that is voluntary. Education has the power to eradicate this socio-economic issue we face, which effectively, unemployment is, because people take for granted the content that is being taught in the classroom.

Scholars such as Gullicks, Pearson, Child and Schwab (2007) believe that textbooks used in classrooms are 'dominant' in nature; therefore, they are heavily influenced by people of power, and this inimitable theory gives precedence to the fact that textbooks are 'influenced' in nature. Gullicks et al. (2005, p248) also point out that in many countries it is believed and taken for granted that "education should function for the nation, not the student", as it should serve for the "political and economic purpose". This statement creates the argument that textbook developers are now functioning based on the supply and demand requirements of the nation, rather than on the student or the goals created by the curriculum policy document. Gullicks et al. (2005, p249) consolidate their findings by stating that teachers are using copyright date and author credentials as their criteria for textbook selection, instead of content. This indicates that textbook developers want to develop a textbook that serves people of power for monetary gain, rather than significant and expressive content related to the goals of the curriculum policy document. Due to this controversial inference, it is of interest to this study to take the abovementioned points into account when analysing the texts sampled, to find out how and why, from an economic perspective, unemployment is presented in grade 10 Business Studies textbooks in the manner in which it has been construed by the textbooks developers.

Naidoo and Muthukrishna (2014) take a different stance, as they place emphasis on the fact that knowledge carries a hidden curriculum within it which reproduces social inequalities that disadvantage a group of people; therefore, it is vital to ask 'whose' knowledge exists within a textbook. "How did it become legitimate?" (Naidoo & Muthukrishna, 2014, p272). What are the benefactors of this knowledge, who are the beneficiaries and who are the sufferers? (Apple, 2008) Therefore, in this study, the text that students are exposed to will be reviewed and analysed from a critical point of view, to see if Business Studies grade 10 textbooks in particular, are adding value to, or conversely, devaluing the future of students in a labour-intensive market (Banerjee et al., 2006).

2.2   Textbooks

It was discovered by Collada and Axtura (2006) that textbooks sketchily deal with issues of education for democratic citizenship, making it difficult to infer that those textbooks equally represent the demographics of a country. McKinney (2005) shares the same view as Collada and Axtura (2006), as it was concluded that there is still a lack of representation with respect to previously disadvantaged or marginalised people, including woman and disabled people, in textbooks. This gives a clear indication that ostracism is still very much present within textbooks, and that textbooks do exhibit inequality as they unfairly represent people.

The 'questioned' nature of textbooks discerned from the literature indicates that there is an incumbent need to analyse textbooks. The themes mentioned in Chapter One have created the argument on why the study needs to be conducted. Due to the contested nature of textbooks and the severity of the extent of unemployment, which will be discussed later, these themes underpin the relevance of conducting this study.

The arguments made above by the scholars suffice as a strongly contested claim made with regard to textbooks; therefore, the aforementioned questionable characteristics about textbooks create a dense argument as to why this study was conducted.

2.2.1   Existing textbook analysis: a deeper look at the neutrality of textbooks

Concluding thoughts in terms of textbooks show that, evidently, textbooks play a pivotal role within the teaching and learning process; however, they are contested in nature, and the arguments created by the scholars mentioned above in terms, of textbooks being influenced in nature and used as a form of mind-control, are rife. The literature review was broadened by emphasis being placed on an examination of the existing body of literature: to see if textbook analysis has been conducted, by whom, where, and what the scholars are saying or questioning in terms of the creditability of textbooks. In this section of the literature review the researcher wants to see if the abovementioned patterns that have emerged as themes are also evident in the textbook analysis conducted by the researchers. This henceforth enhances the argument, as it will show that the abovementioned arguments are not mere claims, but

rather, are proven through actual text analysis conducted by researchers. Collada and Axtura (2006), Mckinney (2005) and Pinto (2007) have conducted an analysis of textbooks. These scholars correlate that textbooks are influenced resources that are developed for a particular reason, which is, to benefit the political powers that be.

Collada and Axtura (2006) look at democratic citizenship within primary education textbooks in Spain. They wanted to find out how textbooks dealt with democratic citizenship; however, it was noticed that the factors that make-up democratic citizenship were dealt with in a very superficial manner, as they took on a more descriptive form rather than being 'meaningfully' portrayed in textbooks. Collada and Axtura (2006) therefore recommended that since diversity is one of the goals of the curriculum, then it should follow that there ought to be greater attention paid to diversity within textbooks. Collada and Axtura (2006) identified that textbooks tend to lack diversity, hence contributing to the emergence of disadvantaging or discriminating attributes which negatively impact certain groups of people. This finding reaffirms the arguments proposed above by the researchers, and also sheds light on 'theme two' – that textbooks are not equal in content and can portray information in a very superficial manner, which actually eradicates the essence of equality and creates hegemony amongst people.

Mckinney (2005) looks at gender representation within textbooks, as there is a significant degree of –under-representation of the "rural, poor, disabled and working-class social world" (Green & Naidoo, 2008, p237). Mckinney (2005) therefore concluded that textbooks tend to discriminate against people on the basis of gender, as they promote advantaged groups and demote disadvantaged groups. Apple (2000, p.xx) also conducted textbook analysis with the intention of finding out if there is bias within texts, and concluded that there is class, gender and racial bias evident in textbooks. These researchers have clearly shown that textbooks are not just developed in the light that everything they contain is of educational merit, but rather, they are diluted with negativity which promotes further injustice. These researchers (Mckinney, 2005; Green & Naidoo, 2008; Apple, 2000) sustain the argument and give prominence to themes 'one' and 'three' highlighted above, which reaffirm that textbooks tend to discriminate and further create a gap between the advantaged and the disadvantaged. Pinto (2007, p99) delves deep into textbooks. When analysing them, he looked at the heart of the contention they raise when conducting research at Ontario Secondary School, which is an urbanised school. He aims mainly to see how textbooks inculcate or embody democracy

within them, and how efficiently they are interpreting the intended curriculum as laid out by the policy documents. Pinto (2007) extensively critiques textbooks by suggesting that a textbook's most striking feature is generally overlooked, i.e. that which is often classified as the "hidden curriculum" (Pinto, 2007, p100). Through the text analysis conducted he established that textbooks carry an arrangement of "controversies in favour of conventional values" (Pinto, 2007, p99). The following proliferated out of his research, which is that textbooks carry a hidden curriculum that embeds the demands of the "dominant and hegemonic values", and also, that they bear content that is generic and "superficial" in nature – which actually limits the symbolic content that they are supposed to carry.

Pinto (2007, p99) strengthens his argument that textbooks are not neutral by stating that textbooks, in a way, "indoctrinate" learners, as learners are not critical enough to understand the way the content is published and why it is published in that manner. This indoctrination that Pinto (2007) alludes to, in turn, creates people that are "dogmatic (and) close-minded with limit cognitive views [emphasis added]", killing the goals of the policy documents and the values of democracy. Pinto (2007) then goes on further to reinforce this argument, suggesting that publishers hold enormous power as they interpret the curriculum in the way that best fits them, which most evidently, is for monetary gain; therefore, they limit the content, which indirectly indoctrinates and creates narrow-minded individuals who feed into the social norms that move in line with the overarching political interest. This argument proposed by Pinto (2007) provides the backbone to this research, as it shows that textbooks are not and should not be perceived as being 'equal' in nature, as they carry with them the characteristics of indoctrination. Therefore, these questionable characteristics make it worthy to engage with a research topic like this, to evaluate how unemployment is represented within a selection of grade 10 Business Studies textbooks.

Another very crucial finding, similar to that of Pinto (2007), has emerged from an article written by Schmidt (2011), who critiques or challenges textbooks from the English discipline at Furman University in Greenville. This researcher critically analyses a selection of English language arts textbooks. Schmidt's (2011, p92) premonition or hunch to start critiquing textbooks came from these seemingly baseless questions she asked whilst engaging with the English language arts textbooks – such as, "How does this book know what lesson will help my students today? Who decided what stories should be included here? And what is best for them?" Upon analysis of these textbooks, she realised that they offered certain parts that were

of quality, and that the rest was indirectly passing subliminal messages that suppressed the minority learners in the classroom. Textbooks do not equally portray the demographics of the country, Schmidt (2011) observed, hence it was concluded that they are biased in nature. By broadening the literature review to the English discipline, it shows that researchers across the educational terrain, or even within a specific discipline, share the same sentiments in terms of textbooks and their influenced nature. This reaffirms the necessity for this study, as it provides more reason and stimuli for the direction of this study – effectively fostering the view that textbooks are not equal and should be critiqued, because they are seen as biased resources that favour a particular group of people over another.

The implication of these findings from existing literature on the topic indicates that textbooks are not neutral artefacts, since they contain information that is diluted, or which may even be superficial in nature. These observations were gleaned from pre-existing studies on textbook analysis mentioned above, which further highlighted and acknowledged the existence of power and domination as themes inherent to textbooks. The contested nature of textbooks signals the viability of conducting research, as textbooks are influenced by notions of power, domination, and ideology – and therefore, these influences tend to make up the criteria for the manner in which a textbook is written, rather than the fundamental purpose of educating scholars for personal growth. Hence, the chief allusion raised is that a textbook is developed for author credibility and monetary gain. This aspect of the literature review on textbooks analysis reaffirmed the core reason for conducting research – as Business Studies textbooks are critically analysed by identifying how unemployment, which falls under the banner of a 'social justice' issue, is represented within the four chosen grade 10 textbooks, in order to explore the extent to which these textbooks are influenced.

2.3 Empirical research on the discourse on unemployment and school Business Studies textbooks

From an in-depth review of textbooks it was concluded that they are a subject that are extensively critiqued due to the power they hold and their contested nature. According to Karlberg (2005), textbooks form part of discourse, and therefore associate power to discourse. He believes the power invested in a discourse has social practices embedded within; consequently creating social disorder that becomes evident amongst the language of the text. Karlberg (2005) emphasises power within discourse, averring that this is one of the

major tenets of textbooks. Karlberg (2005, p2) informs us that power is "exclusively conflictual or adversarial", and that it is also "competition at best, coercion or domination at worst". This highlights that power within textbooks may appear subtle; however, has a strong impact on the people it exposes itself to – in this part of the current chapter, existing studies are looked at to see how unemployment has been analysed in school textbooks, and if the textbooks do carry the power about which Karlberg (2005) speaks.

Browsing different search engines like Google Scholar, Ebscohost, Sabinet and various others enabled an exploration of the term 'unemployment' in relation to Business Studies textbooks. The exploration revealed that the analysis of unemployment is evident in text but in very limited amounts however, when further isolating the search to the topic, it became evident that there is a 'silence' in existing literature with respect to the Business Studies discipline. Nevertheless, through research it was found that text analysis on unemployment was done mainly by Levinsohn (2008), Sawyer and Spencer (2010), and Gali (2010), in the economics discipline or concerning monetary policy. This will be further explained below. However, one should note thus far that there is a distinct lack of research, in terms of this research topic that engages with, explores and critiques the economic representation of unemployment in grade 10 Business Studies textbooks. Hence, based on the literature review, thus far there is a limited amount of research.

Due to the limited nature of the literature in terms of the representation of unemployment in Business Studies textbooks, the research scope has been broadened to the social sciences discipline, as Business Studies is situated within this discipline. The sole reason was to attempt to locate where exactly the representation of unemployment had been conducted or explored, if at all, and what the researchers may have concluded in terms of this topic. This has been done so that knowledge on critical text analysis from existing literature could be gained. It may well be said that though text analysis has not been conducted thus far on the representation of unemployment in Business Studies textbooks, there is an impression of what can be expected when analysing Business Studies grade 10 textbooks. Broadening of the study builds and creates the foundation to this research project, so that the researcher has prior knowledge that will act as a tool when conducting analysis on the representation of unemployment in a selection of Business Studies textbooks. In terms of relevance to the study, the following have been demarcated from existing literature.

2.4   Unemployment and school textbooks

Levinsohn (2008):

Levinsohn (2008) takes a deep look at education and unemployment within texts, yet his article does not directly analyse textbooks per se. However, he explores two policy documents that were implemented to "alleviate unemployment in South Africa" (Levinsohn, 2008, p1). The policies he critiqued were "the wage subsidy policy and (the) encouragement of highly skilled immigrants' policy [emphasis added]" (Levinsohn, 2008, p9). The aim of this article was to establish how unemployment appears within education, how it was represented within the policy document, and to see if it was correspondingly 'supported' within education to help assuage unemployment. Levinsohn (2008) established that texts are displaying woman as being under-educated and black in the labour market, where the demand for less-skilled workers has declined. This conclusion, proposed by Levinsohn (2008), clearly gives prominence to the fact that texts are and can be biased in nature, as in this case, they are both gender and racial discriminatory to woman, as well as people of black descent.

The second pattern that emerged from this article indicates that texts are conveying the message that unemployment is a "self-correcting problem and that it creates social-ills such as crime, disengagement of political process and the lack of investment in the future well-being of people" (Levinsohn, 2008, p2) – when in reality, it is not. The notion proposed and highlighted in the second pattern indicates that texts are not correctly portraying unemployment, as the definitions or tenets of it are actually vague, superficial or 'phoney' in nature. This article distinctively highlights the fact that unemployment, which is a social justice issue, is misrepresented – which in turn, creates preconceived philosophies amongst readers, making it hard to provide a substantial justification of the issue of unemployment.

Sawyer and Spencer (2010):

Sawyer and Spencer (2010) evaluate the representation of unemployment from the economic perspective within economics textbooks. Sawyer and Spencer (2010) both belong to the economics discipline; hence, this is the reason why they conducted text analysis in economics

textbooks. Their article develops and critiques the labour supply curve as it is represented in macro-economic textbooks. It investigated the way in which the labour supply curves have been represented in macro-economic texts. This article critiques the "way in which the supply of labour and the determination of employment and unemployment are presented and analysed in macro-economic texts." (Sawyer & Spencer, 2010, p263). The rationale behind this study was to see the implications of "how unemployment is regarded and how the policy is formulated" (Sawyer & Spencer, 2010, p263). Whilst analysing the textbooks, some of the findings in terms of the causes of unemployment revealed that people are not "compelled to work, all work is taken voluntarily and the absence of work is chosen rather than imposed" (Sawyer & Spencer, 2010, p264). This finding extrapolated from the analysis of texts indicates that unemployment is a "choice" by an individual, and that it is not forced upon anyone. This observation now gives precedence to the notion that unemployment is a choice rather than a major social justice issue faced by the economy as a whole, indicating that these macro-economic textbooks that were analysed bear traits that are misleading readers. The actual severity of the issue of unemployment takes on a different view or stance, making the issue of unemployment a choice, rather than showing the reader that unemployment is an issue that is forcefully imposed upon a person because of the shortage of jobs in the world. This key finding indicates that an analysis of macro-economic textbooks uncovers the neo-liberal view of unemployment, which will be discussed later on in this chapter. Concluding remarks posed by Sawyer and Spencer (2010, p277) highlight that the "choice approach to the supply of labour" is incongruous and does not echo the authenticities or restrictions within society. Hence, "unemployment should not be viewed as arising from free choice; (to assume) unemployment with consuming leisure is highly misleading at best and a gross distortion of reality at worst [emphasis added]" (Sawyer & Spencer, 2010, p278-279).

2.5   Unemployment and the monetary policy

Due to the limited amount of research conducted on the representation of unemployment in texts, the study was broadened to include the monetary policy, to see what was concluded in terms of the representation of unemployment from the policy perspective.

Gali (2010) critically analysed the monetary policy to assess conclusions that could be drawn from the issue of unemployment as reflected in the monetary policy. The rationale behind this study stemmed from the crucial role unemployment played in the policy debate that took

place at that time. Gali's (2010) interest in the policy document was to see how intensively the issue of unemployment has been represented within the monetary policy document. Through analysis of the policy document, he discovered that unemployment has recently been "conspicuously absent from the new generation of models that have become the workhorse for the analysis of the monetary policy" (Gali, 2010, p2). The absence that Gali (2010) identified when he conducted the analysis indicates that unemployment has been omitted from the monetary policy. He also states that unemployment has been intentionally omitted from new models that were created for the monetary policy, so that the issue of unemployment results in not being severe (Gali, 2010, p2). This clearly indicates that the monetary policy has not centralised the issue of unemployment, as the models it adopted tended to omit this key issue of unemployment. The failure to take cognisance of this social justice issue of unemployment indicates that the monetary policy document does not shed enough light on the issue of unemployment as a whole. Thus, it depicts unemployment in a very superficial manner, which is not enough, as people exposed to this document are not sufficiently exposed to the social justice issue of unemployment.

2.6   Unemployment and higher education textbooks

There is a limited scope of literature in terms of the representation of unemployment in Business Studies textbooks. Therefore, the research was broadened to include higher education textbooks within this domain, in addition to a few studies conducted internationally, which will be discussed below:

Unemployment and entrepreneurship (Johansson, 2004)

Internationally, a study was conducted by Johansson (2004) in a PhD program on entrepreneurship aimed at students of economics in Sweden. This study endeavoured to see if adequate training was given concerning unemployment and entrepreneurship, and how one could deal with matters concerning entrepreneurship by conducting a vocabulary analysis of graduate textbooks. It sampled microeconomics, macroeconomics and industrial organisational textbooks. Johansson (2004) had sampled twenty textbooks and concluded that many of them provided large chunks of information but failed to recognise that economics involve 'actors', and without actors, there is no play, so without being actively involved in reducing unemployment there would be no change. He also concluded that if this study were

to be conducted in the United States, a similar result would be obtained because similar textbooks are used there. This indicates that the issue of unemployment is addressed in these textbooks, albeit inadequately.

Unemployment and inflation (Tella, MacCulloch & Oswald, 2000)

Tella, MacCulloch and Oswald (2000) conducted text analysis in modern macroeconomic textbooks, identifying the preference of unemployment over inflation. They concluded that people are happier when unemployment and inflation are low, which is a finding consistent with the standard of macroeconomic textbooks. This indicates that these textbooks are prepared in accordance with the context in which they exist. Gibson-Graham (2000) also looks at text analysis of the "economic iceberg", within which unemployment has been dealt with. The economic iceberg was analysed to see how this illustration stimulates conversation pertaining to the economy and its related issues. The findings concluded that the illustration helps to delve deeper within the socio-economic issues that exist; however, the depth is not discussed, and hence, socio-economic issues are dealt with superficially.

Unemployment and social inclusion (Nehring, 2014)

Nehring (2014) conducted research at the University of Twete in the Netherlands. Her aim was to critically analyse European discourse on youth unemployment to establish if any idea of social inclusion was prevalent in the text. The study is qualitative in nature and was conducted by "means of official publication of two chosen universities" (Nehring, 2014, p2). The author concluded that an acknowledgement of youth unemployment did exist within the text; however, there was a gap in terms of "combating youth unemployment", which was not clearly defined (Nehring, 2014, p19). Once again, this clearly shows that the severity of unemployment has been superficially dealt with, and that textbooks were only highlighting issues faced but failed to provide initiatives or recommendations on how to help solve the unemployment problem faced by the youth.

Through research conducted on unemployment in school business textbooks, the researcher came to understand that unemployment is seen as part of a wider spectrum of issues related to social injustice. Therefore, in an attempt to strengthen the study, it was decided that the research should be further broadened to include other social justice issues like HIV/AIDS and

their representation within textbooks. The reason for broadening the research stemmed from the limited amount of research currently found on unemployment in grade 10 textbooks.

Unlike the representation of unemployment in Business Studies textbooks, there are various studies that were conducted on the representation of HIV/AIDS within textbooks. Studies were conducted within the field of psychology, as well as in the social and educational domains. Wong, Gary, Harper, Duffy, Fauling and Eggleston (2001), Schoeneman, Schoeneman-Morris, Obradovic and Beecher-Flad (2001) and Foulk, Gessner and Koorland (n.d), have engaged in research on the representation of HIV/AIDS within textbooks. Wong et al. (2001) conducted research within college textbooks. They discovered that HIV/AIDS was inadequately represented within psychology textbooks. This actually diluted the significance of the social justice issue faced. Schoeneman et al. (2001) looked at the social representation of HIV/AIDS in many psychology textbooks. They wanted to examine how HIV/AIDS has been presented or depicted in pictures within the textbooks. They have identified through research that pictures within the textbooks mainly depicted HIV/AIDS victims who were male, white and diagnosed with a mental disorder. This allowed them to conclude that people who contracted HIV/AIDS are portrayed as being mentally ill. Foulk et al. (n.d) carried out research within the education field based on the representation of HIV/AIDS in textbooks. They discovered that pre-service teachers are exposed to textbooks covering the issue of HIV/AIDS and also learners who are HIV/AIDS victims; however, these pre-service teachers are not adequately skilled to deal with these issues, and therefore dealt with it superficially.

Social justice issues racism (Kearl, 2014)

Kearl (2014), from an interpretive perspective, analyses poverty and abject racism, which are also social justice issues South Africa faces. Kearl (2014) wanted to identify if connotations of 'degradation' presently exist within textbooks – in particular, within history textbooks over the years 1960 to 2000. His analysis comprised fifteen American high school textbooks. It was evidently found that the sampled textbooks omit important issues pertaining to poverty which affect the daily lives of many learners. Kearl (2014) concludes that history textbooks tend to write off or pay very little attention to issues such as poverty and racism, which effectively threatens the narrative totality of history, thereby contributing to the "undervaluation of poverty and racism and over valuation of self-defining historical events

that conveniently leaves out poverty and racism [sic]" (Kearl, 2014, p64). This finding helps the author deduce that textbooks are developed by "partisan regulators" who are controlling the content being published in them – which basically means that textbooks are developed by people who harbour their own interests, and only what they want to be seen in textbooks may be published.

Unemployment and maltreatment of children (Douglas & Serino, 2013)

Douglas and Serino (2013, p447) conducted research based on text analysis as they wanted to evaluate the manifestation of "evidence-based information about child maltreatment fatalities and risk factors for death in 24 school social science textbooks about child abuse and neglect or child welfare [sic]". The rationale behind embarking on this study was that the researchers felt through experiences with child welfare workers that they lacked "basic skills or information pertaining to child maltreatment fatalities or risk factors to death" (Douglas & Serino, 2013, p448). Douglas and Serino (2013) concluded that the Social Science textbooks analysed indicated rudimentary information such as mere definitions and incident rates of child maltreatment; however, relatable or pertinent information like "child, parent and household risk factors are not included or inaccurately represented within text [sic]" (Douglas & Serino, 2013, p451). One very important aspect of the Douglas and Serino (2013) study was household unemployment, which was seen as a key issue that exacerbated the maltreatment of children and eventually death. This issue of household unemployment was only evident in eight out of the twenty-four Social Science textbooks analysed. On deeper reflection, within the sampled textbooks, the issue of unemployment was sketchily dealt with, was superficial in nature, misleading in terms of content, and was discriminatory, as it only considered one view. It did not concretely provide evidence that shows the relationship that exists between unemployment, child maltreatment fatalities and risk factors for death.

Broadening the spectrum of this research afforded the researcher an opportunity to garner a deeper perspective by looking at other social justice issues, which were HIV/AIDS, poverty, racism and violence. This search has shown that social justice issues are not given enough attention within textbooks as a whole, including but not limited to the field of Business Studies, which clearly indicates a need to conduct this study to critically see how unemployment is represented within Business Studies grade 10 textbooks.

Through the research above it was observed that unemployment has been represented internationally mainly within economics textbooks. The analysts were trying to identify the relationship that exists between unemployment and the economy. However, after reviewing the literature, it was apparent that there is a marked silence in research on the topic within South Africa, with specific reference accorded to the economic representation of unemployment in grade 10 Business Studies textbooks. The current search hence revealed that there is a definite need for this research, as it will contribute to the overarching body of knowledge on the topic.

2.7   Economic representation of unemployment in textbooks

In terms of the economic representation of unemployment within school textbooks, once again, there is a limited quantity of literature on this topic. This drawback actually gives headway for the success of this study, as it will contribute to the existing body of knowledge in a more meaningful way. The dearth of studies conducted on the economic representation of unemployment was a motivation to pursue this study further.

Mkuchu (2004, p1) sheds light on the economic representation of unemployment within his study on "gender roles in textbooks as a function of (the) hidden curriculum in Tanzania Primary schools [emphasis added]". Mkuchu (2004) has identified that gender roles within textbooks have been economically represented. He unfolds and elaborates on this by arguing that sexism in textbooks still does exist, as textbooks are gender biased. The textbooks he analysed were from different domains and tended to portray woman as subordinates to men, rather than their equals or superiors. In the English textbooks that the author analysed, women had "non-economic roles" (Mkuchu, 2004, p27-28) as they were portrayed in domestic and child-care roles, which clearly highlighted patent bias in the texts analysed. In conclusion, it was identified that in terms of gender bias, women were portrayed as subordinates in front of men, indicating from an economic perspective that men tend to contribute to the economy more than women – as women were just seen in domestic roles, with no value-adding qualities towards the working world or the economy as a whole.

Given the contested nature of textbooks, as mentioned above, Rathbone (2012, p4) points to the fact that unemployment "erodes the democratic future of the country". Attention will now be focussed towards understanding the diverse theories, interpretations and views imposed, as

pertaining to unemployment and school Business Studies textbooks. According to Rathbone (2012, p8), there are "two main groups that underpin the evaluative criteria used to study unemployment", in terms of the economic approach or philosophy around it, viz. neo-liberal and liberal views on unemployment.

2.7.1   Evaluation: patterns that emerged from articles highlighted

Assessing and evaluating the above articles allowed the researcher to critically delve deeper into and engage with the findings, not only to see the patterns that emerged from the different scholarly articles, but also to critically look at what each scholar is highlighting and dispensing in terms of textbooks and their contested nature. Upon further evaluation, two very important questions have been formulated, which are:

•   To what extent has each textbook covered the issue of unemployment?
•   If not adequately represented then, what are the textbooks saying about the issue of unemployment?

The researcher established that there is a restricted number of studies focussed on the representation of unemployment in Business Studies textbooks. Nevertheless, when widening the scope of the study, it was discovered that various studies had been conducted on the representation of unemployment within the policy documents in the social and economic spheres.

Critical scholars such as Sawyer and Spencer (2010), Johansson (2004), Nehring (2014), Douglas and Serino (2013), Gali (2010), Levinsohn (2008) and Mkunchu (2004), have conducted research on the representation of unemployment within textbooks. The main purpose of the research was to examine or to evaluate "whose knowledge, in what form, how it is selected and by whom, and to what ends" (Wang & Phillion, 2010, p567) unemployment has been represented in the textbooks, as their objective was to assess the extent to which the textbooks covered the issue of unemployment. Ultimately, the results indicate that the majority of the textbooks critiqued identified that the severity of the issue of unemployment had been diluted, distorted or constructed for the purpose of "nationalistic propaganda" (Wang & Phillion, 2010, p567) to serve the people in power, and in some instances, it was inadequately represented (Sawyer & Spencer, 2010).

On the one hand, the findings of Nehring (2014), Douglas and Serino (2013), Gali (2010) and Levisohn (2007) coincide with those of Sawyer and Spencer (2010), as they have all acknowledged through text analysis that unemployment is a major issue. However, they concur that it is one that is superficially dealt with and misleading, confusing, or overwhelmingly 'boring' to students due to the publication of unnecessary content, as well as failure to highlight the significance or centralisation of the issue of unemployment within the textbooks – as it is seen as being vague or 'phoney' in nature.

Johansson (2004), on the other hand, concludes that in his finding, graduate economic textbooks provided large chunks of information about unemployment but failed to recognise that economics involves 'actors', without whom there can be no play – so without being actively involved in addressing the issue of unemployment, there would be no positive change. Within textbooks there is no active role or active 'voice' that aims to combat unemployment, but rather, just chunks of information supplied to learners, allowing them to make sense of these notes on their own.

According to Nehring (2014), the textbooks examined failed to provide initiatives and recommendations to alleviate the issue of unemployment. According to Wang and Phillion (2010), the failure of textbooks to have a 'voice' is because they carry knowledge selected by the dominant group, whereas that of the minority groups is excluded and ignored (Apple, 2004; Quian, 2007). Therefore, this indicates that "school textbooks are not only the carrier of ideologies, values, cultures, and morality, but also the arena in which dominant groups maintain their power over knowledge selection and construction and reproduce the power structure [sic]" (Wang & Phillion, 2010, p 568).

Levinsohn (2008) and Mkunchu (2004), through their analysis of unemployment in textbooks, identified that textbooks are discriminatory and biased in nature, as they display unemployed women as being under-educated, black in terms of ethnicity, subordinate and domesticated, hence projecting a role of women as mere aides to men – thereby giving the reader an overview of perceived female roles in society which actually promotes unemployment even further, rather than providing initiatives with which to decrease unemployment.

To enhance the research, it was decided that the search should be extended to other social justice issues, to see what was discovered by other scholars in terms of textbook analysis. Wong et al. (2001) carried out research within college psychology textbooks; they discovered that HIV/AIDS was ineffectively represented. Schoeneman et al. (2001) looked at the social representation of HIV/AIDS in psychology textbooks. They identified that people who suffered with HIV/AIDS were seen as 'not normal'. Kearl (2014) piloted a research project within American school history textbooks and found that the issue of poverty and racism is looked at in an imprecise manner within those textbooks, as they pay very little attention to these social justice issues. All these findings provide the framework of what to look for when analysing the sample of Business Studies grade 10 textbooks utilised in the study.

2.8   Conceptual framework on unemployment and school Business Studies textbooks

This study entails having to critically analyse the economic representation of unemployment in grade 10 Business Studies textbooks. It is framed by the concept of unemployment; hence, unemployment forms part of the conceptual framework of the economic representation of unemployment in grade 10 Business Studies textbooks. This part of the chapter will proceed with the conceptual framework of the study, to investigate what unemployment is and to understand the discourse around it, firstly by conceptualising the term 'unemployment', and then by looking at the theories and debates around the discourse of unemployment and textbooks.

Before moving on to a definition of unemployment and unpacking the concepts associated with it, there will be a reflection on what this chapter has covered thus far, to show its relevance to this study and moreover, to show what debates and theories will allow the research to proceed with the conceptual framework in the next part of this chapter. Firstly, the title of this study is a critical analysis of unemployment entrenched in four Business Studies grade 10 textbooks. The literature review in this chapter began by looking at the discipline under which this study falls, which is Business Studies. It looked at what the curriculum states in terms of the social justice issue of unemployment; however, this disclosed that unemployment has been mentioned within the CAPS document. One of the purposes of the Business Studies discipline is to show learners entrepreneurial opportunities that exist for them.

The study then further proceeded to look at the contested nature of textbooks. It was discovered that textbooks hold a powerful role in the classroom, and at the same time, are a resource heavily influenced by power, dominance, ideology or hegemony; however, in terms of this study, power is viewed from an economic perspective. This chapter further went on to explore if there is existing research that had been conducted on the representation of unemployment in Business Studies grade 10 textbooks. It was subsequently concluded that limited research prevails thus far on unemployment as represented within Business Studies textbooks, hence making this a viable study to conduct as it will contribute to the existing body of knowledge by highlighting and concluding if textbooks are an 'influenced' resource used in schools.

Initially, the term "representation" was deconstructed, indicating that it means a 'visual or verbal way' of understanding the text (Azimova & Johnstone, 2012, p338). Attention was then paid to the visual way unemployment is represented in the Business Studies textbooks sampled. To further capture the essence of an economic view, the neo-liberal and liberal views were investigated, to see how they frame unemployment. It was then noted that neo-liberals view unemployment as a choice made by an individual, because individuals within the South African economy are encouraged to start up their own businesses and create competition without any government input. On the other hand, liberals hold the view that unemployment is not a choice, but rather, caused by the lack of jobs for all employable people, and therefore this becomes the government's issue as within this economic sector there should be government input or intervention to help decrease unemployment. These two views help in understanding the economic perspective of unemployment within the South African context; therefore, upon analysis of the text within selected textbooks, it will be revealed whose views exist.

2.9   Conceptualisation of the term 'unemployment'

Joblessness, redundancy, retrenchment, 'unemployed' and idleness form part of the term 'unemployment' – which carries a selection of in-depth meanings as its interpretation varies amongst different scholars. Eita and Ashipala (2010, p93) define unemployment as "people who are without work, available to work and actively seeking for work [sic]". StatsSA (2011) uses the International Labour Organisation definition of unemployment; they outline that unemployment is seen as people wanting to work in an economically active population;

however they cannot find a job. Mlatsheni and Rospabe (2007, p2), on the other hand, maintain that unemployment is the act of not finding a job. Levinsohn (2008, p1) suggests that unemployment is caused by the lack of skills, education and expertise to obtain a job, whilst Mlatsheni (2007), Guma (2011) and Smith (2011) further reason and maintain that unemployment is caused by the lack of financial resources and mobility to seek work or relocate closer to the job. Yu (2013, p3), contrarily, defines unemployment as not being employable and having limited qualifications that diminishes one's chances to enter the labour market. Kingdon and Knight (2004, p198) make an assertion that unemployment is caused due to technological advancement, as they deduce that skill-biased technological change removes the unskilled labourers and creates retrenchment, which renders people jobless.

These definitions posed by different scholars further expound on an understanding of the concept 'unemployment'. Thus, upon analysis of the textbooks utilised in this study, there will be a functional understanding of the concept, which will assist in making an accurate and thorough analysis of the findings posed in Chapter Four.

A more nuanced view of unemployment was instituted by many scholars, like Kingdon and Knight (2001), Eita and Ashipala (2010), Verick (2011) and Rathbone (2012), who categorise unemployment as having both a narrow and broad definition when making claims about this socio-economic issue. The distinction between a narrow and broad definition of unemployment, to make meaning of the claim proffered by the various scholars, will be unpacked.

2.10   Broad and narrow definition of unemployment

The reasoning behind the choice of understanding the differentiation between a broad and narrow definition of unemployment stemmed from engaging with literature concerning unemployment, as many scholars, when defining or engaging with the concept 'unemployment', referred to it as broad and narrow − an understanding of which will create deeper meaning of the term. Eita and Ashipala (2010) define 'narrow unemployment' as the willingness of people to work and the vigorous pursuit of work. They associate the narrow definition of unemployment to 'strict' unemployment. Kingdon and Knight (2001, p3) assert that narrow unemployment refers to "jobless persons who want to work and searched for

work in the recent past". This definition is also referred to by them as the "searching unemployed".

Rathbone (2012, p229) asserts that narrow unemployment is seen as a person who is unemployed within an environment which is "economically active", however, wants to find employment but cannot find it due to the shortage of jobs within the working environment. Verick (2011) concurs with Rathbone (2012), maintaining that narrow definitions only include individuals who are actually seeking a job. On the contrary, Davies (2010, p439) look at unemployment through the eyes of the formal and informal sectors. They believe that narrow unemployment is informal workers "who own or (are) employed by informal or unregistered firms. This consists of (the) informal producers and traders stance [emphasis added]".

'Broad unemployment' takes on a wider look at unemployment. Kingdon and Knight (2001, p3) tender that a broad definition of unemployment "includes both searching and non-searching unemployed [sic]", which clearly then distinguishes itself from narrow unemployment. Eita and Ashipala (2010, p32) bring clarity to a broad definition, as they explicitly state that it includes "people without a job, who are available to work even if they are not actively looking for employment". Verick (2011, p3) ascertains that a broad definition of unemployment takes "into account the discouraged as unemployed, therefore, able to work but (who) are not looking for employment [emphasis added]". Broad definitions therefore take into account everyone who is employable but not necessarily looking for work, whilst narrow definitions only look at people who are looking for a job. This indicates to the researcher that when analysing the selection of textbooks, one needs to take into account whether they are viewing unemployment in its broad and / or narrow nature.

Understanding the narrow and broad definitions of unemployment promotes a deeper understanding of the concept 'unemployment', in terms of analysing the representation of unemployment within textbooks to see which definition the textbooks may adopt and how. Some scholars like Haan and Ulendriff (2007), Chadi (2010), Eamon and Wu (2011) further classify unemployment as being 'voluntary' and 'involuntary', which encapsulates a more personal view of unemployment, showing that it may now be seen as being either a voluntary or involuntary choice. The next part of this chapter will include a discussion of voluntary and involuntary unemployment.

2.11   Voluntary and involuntary unemployment

This aspect of the chapter considers debates around unemployment being voluntary and involuntary in nature. Haan and Ulendriff (2007, p5) define 'voluntary unemployment' as an act of "not participating if they are not looking for a job [sic]". Chadi (2010) makes a broad claim that unemployment is primarily a voluntary act by an individual as people have a choice to work or not to work; in other words, the implication here is that being unemployed is a voluntary choice made by an individual. Eamon and Wu (2011, p235) classify voluntary unemployment as "(being) out of (the) labour force [emphasis added]" with no desire to work, and to provide an example of voluntary unemployment, those who are retired fall under this category. In a more in-depth view of voluntary unemployment, Stark and Simon (2011, p1) argue that there is a high degree of voluntary unemployment amongst educated individuals, as each of them brings to the table "educated unemployment, which refers to the deliberate intention of holding back on getting a job in the country of origin as this will enable him or her to try for more highly paid employment in a richer and more technologically advanced country [sic]" (Stark & Simon, 2011, p3-5).

Involuntary unemployment, on the other hand, can be seen as "actively looking for a job and is ready to take on a job in the next two weeks", but cannot find a job due to the lack of employment (Haan & Ulendriff, 2007, p5). Eamon and Wu (2011) view involuntary unemployment as working part-time, which refers to 'underemployment', as people may have energy to work but find that there is only part-time employment available. This suggests that part-time work tends to discourage workers who may have a desire to work, as there are only part-time work options available. Eamon and Wu (2011) suggest that involuntary unemployment was created because people are inadequately employed. This may infer that people are not occupying the 'right' jobs according to their qualifications. Stark and Simon (2011, p5) speak about involuntary and uneducated employment interchangeably, as they state that involuntary unemployment is caused because people are uneducated and cannot meet the demands of the working world, as they do not have sufficient money to gain a formal education, especially with respect to tertiary education; therefore, this form of unemployment contributes to the notion of there being an involuntary choice to be unemployed.

Unemployment, here, is seen as being a voluntary or involuntary act by an individual. This is vitally important in gaining a deeper understanding of unemployment, as it ascertains that unemployment can be interpreted differently, from the perspective of different viewpoints. Upon analysis of the sample of textbooks used in this study, unemployment could be interpreted differently depending on the stance taken by the textbook publisher. Further research on unemployment classified unemployment according to types which may be 'structural', 'cyclical' or 'frictional' in nature.

2.12 Structural, cyclical and frictional unemployment

2.12.1 Structural unemployment

Daly, Hobijn, Sahin and Valletta (2012) state that 'structural unemployment' is the main form of unemployment that exists within the economy, as it causes an on-going form of unemployment due to changes that occur in the economy. Diamond (2013) postulates that industrial reorganisation is the main cause of structural unemployment as there are continuous technological changes or advancements that come underway and thus trigger it, as opposed to fluctuations in supply and demand. Herz and Rens (2011) suggest that structural unemployment focuses on structural glitches and inadequacies that occur within the economy, as they elaborate that the causes of structural unemployment are the "mismatch between available jobs and workers" (Herz & Rens, 2011, p1) – thereby indicating that the demand and supply of skills differ, leading to structural unemployment.

2.12.2 Cyclical unemployment

'Cyclical unemployment' is an alternative type of unemployment, according to Diamond (2013), and is based on unemployed workers available to work and jobs available in the economy, where the number of unemployed workers is greater than the number of jobs available within the economy. Rothstein (2012) states that cyclical unemployment occurs when there is not enough cumulative demand in the economy to provide jobs for everyone who wants to work; therefore, according to Herz and Rens (2011), the demand for goods decreases and the need for workers also decreases, which in turn, creates cyclical unemployment.

2.12.3 Frictional unemployment

Wolthoff (2011) advocates that 'frictional unemployment' occurs more frequently, as it is based on the time period amongst jobs when a worker is searching for or moving from one job to another (Albertini, Kamber & Kirker, 2012). According to Michaillat (2012), frictional unemployment occurs when a mismatch of jobs is very much present with the causes being related to skills, payment, work time, location, seasonal industries, attitude or taste (Felbermagr, Prat & Schmerer, 2008). Hence, Albertini, Kamber and Kirker (2012) allude to the fact that frictional unemployment can be voluntary, as it would be based on an individual's self-evaluation of his / her job and skills.

The three types of unemployment mentioned above provide solid reasoning with which to understand the theories of unemployment, to recognise the different schools of thought behind the concept of unemployment.

2.13   Theories of unemployment

Theories of unemployment deal with the philosophies or systems created by unemployment. Burda and Hamermesh (2009) define unemployment as the variance between quantity of employment demanded and the quantity supplied at 'real wage' values, further adding that unemployment can also be seen as the difference between 'actual' and 'equilibrium' employment. The theories of unemployment show how the difference between actual and equilibrium employment gives rise to unemployment through real wage variance. Moreover, these theories can be misunderstood, as many people see unemployment as a mere modelling of "buying and selling of labour" (Solow, 1980, p3). However, this is not the case, seeing as that is a conventional way of thinking. In order to understand unemployment, one needs to look at the theories of unemployment, as they highlight the factors that contribute to unemployment, which are: market efficiency or failure, individual and labour market failures, and institutional factors (Solow, 1980).

The first philosophy that emerged from an evaluation of the theories of unemployment deals with market efficiency and market failure. This philosophy underpins and holds the theories of unemployment together, as Burda and Hamermesh (2009) state that in order for a market to be efficient, the labour force should be at its heart, as this connects quickly with the goals

of the economy and the advent of successful performance in the markets. However, it is not always the case as, in the theories of unemployment, cognisance is taken of market failure, which disturbs the economy – because according to Solow (1980, p2), it is "visible, unsettling and frustrating". The key cause of market failure is a wage structure which contributes to involuntary unemployment, as employers cannot meet the demands of these wage structures put into place by legislation.

Another contributing factor to market failure, which forms part of the theories of unemployment, is labour market failure, as within the labour market the main cause of unemployment is competition amongst workers. This aims to promote employment; however, it indirectly causes unemployment since workers are willing to work at nominal wage rates rather than the wage structure put into place by the existing legislation.

Institutional factors affecting the labour market and unemployment

2.13.1 Market segmentation

The market is divided into different segments, which decreases competition because abilities, skills, and experience differ. However, the need for certain skills decreases due to the segmentation of the markets. The labour market is not a well-defined factory of production; therefore, it can change due to the needs of a company, for instance.

2.13.2 Trade unionism

Collective bargaining processes aim to benefit workers, with the aim of obtaining a higher salary for the workers through bargaining processes. However, this is a creator of unemployment, as businesses reduce job tasks in the business, which in turn, decreases the number of workers in the business because they cannot meet the demands of the unions (Burda & Hamermesh, 2009).

Provision for unemployment insurance

The provision for unemployment insurance was put into place to temporarily help people with a means of income whilst looking for a job; however, people tend to take advantage of this benefit, as they prolong unemployment because they want to receive an unemployment subsidy; and therefore, prolonging unemployment creates voluntary unemployment.

Wanberg (2010) looks at the individual factors that form part of the theories of unemployment, as he states that those social conventions, principles of appropriate behaviour and individual characteristics cumulatively contribute to the individual factors of unemployment. Due to the tedious process of finding a job and the competition in the market place, people tend to lose hope; their motivation deteriorates as they feel that they do not possess the appropriate behaviours to successfully enter the working world; they become psychologically drained, which could lead to suicide or voluntary unemployment, due to their state of mind. Grappling with the theories of unemployment greatly enhances an understanding of the debates and views on unemployment as seen within a sample of school Business Studies textbooks.

2.14 Debates and views on unemployment and school Business Studies textbooks

This research project aims to highlight the different debates and views on unemployment and school Business Studies textbooks. The reason for this is to establish a profound view of the economic representation as regards unemployment and Business Studies textbooks. The researcher will look at the 'neo-liberal' and 'liberal' views, as these debates and theories comprise what the economic perspective of unemployment entails. By understanding these views and debates, it would help with an analysis of the selected grade 10 Business Studies textbooks from an economic perspective – as this will clarify whose views, if any, are evident within these textbooks.

2.14.1 Neo-liberal view on unemployment and school Business Studies textbooks

Drawing from Chapter One, Palley (2004, p1) highlights that 'neo-liberalism' is the engine for creating a "hegemonic concept of control where the publics' thoughts are dominated by a conservative economic philosophy [sic]". Focusing on the fact that neo-liberalism promotes

individual thinking where the rationale for each person should be to maximise his / her personal capacity to uplift him/herself in society – hence, contributing to an economy in which one should accept the given norms of society and find one's place within one's existing social or economic structures of society (Rodrik, 2008). Kotz and McDonough (2008, p.3) speak about freedom of choice and how the neo-liberal view believes that the "reduction or elimination of many programs actually benefits the working class". Thus, one should work towards being productive rather than relying on social gains through development programmes. This, in turn, gives the working class an opportunity to identify their economic standing within society, and also, to work towards uplifting themselves through the element of the freedom of choice.

In this regard Overbeek (2003) advocates that neo-liberalism has developed and posed an economic view on unemployment, drawing attention to the fact that proponents of this view believe that the main determining cause of unemployment is an unemployed individual him/herself. This further draws attention to the fact that if one wants to be employed, one needs to obtain the skills, education and training required to be employable. Yet, the neo-liberal view still firmly proposes that the main cause of unemployment is the unemployed, as they are living comfortably within the cycle of unemployment rather that breaking through it and creating change. However, Mohr (2010, p159-160) states that neo-liberalism sees the causes of unemployment to be 'frictional', which is the constant movement between jobs because people are unhappy with proposed salaries. 'Seasonal' employment is limited to particular seasons only, for instance, "agriculture", which is an example of "cyclical / demand-deficiency" – the relatedness towards the constant changing of the business cycles, and "structural", which is limited to particular industries where skills are mismatched. According to Rathbone (2012, p13), neo-liberalism proposes that unemployment is caused by high wage demands by employable people, which in turn, leads to "lower employment levels with the aim to maximise profits". On the contrary, Sancar and Sancar (2012, p246) state that incorrect implementation of the goals of education could directly further the gap of unemployment.

2.14.2 Neo-liberalist views on education and textbooks

Sancar and Sancar (2012, p246) state that neo-liberalism emphasises that education should promote "individualism" as there should be much focus on individual choice, "freedom to

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make meaning of one's own life, to take responsibility for one's own learning and the classroom environment should promote and provide a context in which learning confronts others' views to clarify one's own, as, real answers and solutions to problems should come from within the learner and not the outside or influenced source [sic]".

Hill and Kumar (2009, p1) highlight that an education system promoted by neo-liberalism advocates that the most enriching source of learning comes from the "social delight of what a person is trying to say to another" and moreover, that that "would be the starting point to learning". In line with this view, prior experiences enrich one's overall learning experience, as learning takes place 'best' from what is known to what is unknown. These learning experiences promoted by neo-liberalism are diluted, as Sancar and Sancar (2012, p247) mention that presently "educational materials are pre-packaged and the curricular are imposed with influenced thoughts for particular gains". He calls this 'edubusiness', and the people delivering the content published, 'edupreneurs'. This pre-packaged and imposed curriculum actually competes against the thoughts and views of neo-liberalism, which fosters the need for freedom of choice and self-thought in learning. Neo-liberalism promotes learning using one's own experiences; however, in today's educational climate, learning mainly seems to take place from textbooks, which, according to Sancar and Sancar (2012), are 'influenced' curricula that guide one's thoughts in a particular direction, rather than allowing one to learn from one's prior experiences. The neo-liberal view establishes that the educational material used in schools, such as textbooks, is heavily influenced in favour of a particular gain – which connects with this study, in a bid to assess the likely extent to which the sampled grade 10 Business Studies textbooks are influenced, if at all.

Hall and Kumar (2009) on the other hand, point to textbooks' positioning – that textbooks are heavily influenced by social, economic and political structures, which in turn, dilute the thoughts of pupils, hence creating "pre-packaged and pre-programmed (pupils) [emphasis added]" (Sancar and Sancar, 2012, p248), ready to be living in the societal cycle. This actually opposes the neo-liberalists' thoughts on individualism; nevertheless, it feeds into their thoughts that the unemployed are the very cause of their own unemployment issue, as they are not expressing and monopolising their freedom of choice.

2.14.3 Liberal view on unemployment and school Business Studies textbooks

According to Conway (2010), liberalism is the opposite of neo-liberalism. The author theorises about liberalism, by saying that liberals strongly believe in government involvement, as this will lead to the diminution of suffering in terms of social injustices, e.g. unemployment. This view highlights the perspective that the government is the key to create change. Thomas (2004) acknowledges liberalists' views on policies and legislation, as they believe that government interaction should be with the citizens. This emphasises further an involvement of the government with its citizens.

On the education front, liberals believe that the government should have a heavy influence on the schooling curriculum. Education, in terms of the liberal view, should focus on growth and promote the common goals of the working world as infused by the government. Accordingly, the curriculum should be laid out in such a way that highlights and stipulates the social justice issues faced, such as unemployment. It should also further state that the unemployment issue is not an individual issue, but rather, a governmental one that the country is facing as a whole. Conway (2010) views education as a tool that empowers and encourages a free human being – which intends to broaden one's knowledge and create a strong individual who possesses knowledge that is transportable to the broader working world. Thomas (2004), on the other hand, believes that education in accordance with the liberal standpoint, should promote personal enrichment that helps an individual find him/herself in a world that has so many social issues. The liberalists' economic view on unemployment emphasises that there are too many people in the world with too few jobs, or a limited amount of jobs that cannot cater for the masses. Therefore, it is believed that the government should be there to assist, and to create a 'game plan' to address this social justice issue. In Conway's (2010) view, the unemployment issue is not just an individual's issue, but instead, is also the government's issue; therefore, the government should be able to bring about change. According to non-liberals, unemployment is caused because of a mismatch of a skilled unemployed worker and a job. However, according to liberals, unemployment is not seen as this type of mismatch, but rather, as a case in which individuals are compelled to take on jobs that are most accessible for them, as there is a desperate need for money.

2.14.4 The economic view according to liberalism and non-liberalism perspectives

According to liberalist views, the best regulator of the economy is the government, as it is believed that the government should protect the people from the greed of big businesses (Conway, 2010). Within these views, the government is seen as the 'motivator' and therefore, is spurred by the interest of the public. Government, being the key player within the economy, therefore assumes responsibility for and makes allowance for the 'levelling out' of the playing field. Thomas (2004) suggests that liberals do not believe in competition, but rather, advocate that the government should be the key player since it would have the people as its best interest.

According to neo-liberalism, competition should exist within the economy (Overbeek, 2003). The neo-liberalists view competition as the path that creates the greatest number of opportunities, as well as the highest standard of living for all participating in this competitive world (Rathbone, 2012). Within the economic system, Mohr (2010) states that neo-liberals believe in a free market system, which they believe produces more growth, more jobs and a higher standard of living than systems broadened by excessive governmental regulations.

From the abovementioned information on the liberal and neo-liberal view of unemployment from an economic perspective, it can be concluded from this part of the literature review that these two views meaningfully contribute to the study. Within the liberal view, it is believed that unemployment is a cause for concern for the government, as it is the government's duty to be actively involved in creating more jobs for unemployed people. According to the neo-liberal view, competition plays a very important role in the creation of jobs, e.g. if people want to become more employable, they should be more knowledgeable than their opponents, thereby them more employable. They also view unemployment as a voluntary act of a person – where a person chooses to be unemployed so that he / she can gain financially from government schemes. These two views contribute meaningfully to the study, as they include an understanding of economic perspectives.

By engaging with salient literature on the topic, it was found that researchers have used various descriptive words to describe unemployment, like "a beast" (Kingdon & Knight, 2001, p26), "global problem" (Lloyd & Leibbrandt, 2013, p2) or "chronic problem" (Klasen & Woolard, 2000), and all these words associated with unemployment showcase the severity

of this social issue. It was also stated that South Africa has the highest unemployment rate in the world, according to statistics provided by Lloyd and Leibbrandt (2013, p2) indicating that the issue of unemployment is definitely a cause of concern. Therefore, from an education perspective, it is of interest to note how unemployment is perceived within the grade 10 Business Studies textbooks selected, and to gauge how the severity of this problem (Klasen & Woolard, 2000) has been dealt with in these books.

The phenomenon, which is the representation of unemployment within Business Studies textbooks, was considered by recapping the literature covered thus far and what will be covered next. Therefore, the next part of this chapter looks at the representation of unemployment from an international and a national perspective.

2.15 Representation of unemployment

2.15.1 Internationally: representation of unemployment globally

In this part of the chapter the focus is on unemployment globally. Within the global context unemployment will be discussed focussing on America, Europe, Australia, Asia and Africa to see how severe the issue of unemployment is exposed in each continent. Unemployment statistics amongst the different continents will be looked at, and the countries with the highest unemployment rates within each continent will be sifted out, although the focus will be specifically cast on South Africa.

Unemployment is an issue centred at the heart of the economy, as it could make or break the economy, causing a ripple effect with a downward spiralling effect, such as the recession that took place in 2008 within South Africa, which bore various negative effects on the national economy. Lloyd and Leibbrandt (2013, p2), in relation to Rankin and Roberts (2010), state that unemployment is a global problem, since both developing and developed countries suffer the wounds caused by unemployment.

European countries

According to Dieckhoff (2011, p235), European countries eradicate unemployment by "forcing people to accept jobs with requirements below their qualifications". The acceptance

of inadequate jobs in turn creates employment for people, and overall, decreases the notion of narrow unemployment; it also helps build individuals' morale, as they have a job and can still look for a job, which in turn, could create frictional unemployment (Fleischmann & Dronkers, 2010). However, policies are developed in these countries to "offer financial security that will enable people to live whilst looking for a job" (Dieckhoff, 2011, p236). Trading Economics (2015) provides unemployment statistics within the European continent. The actual unemployment rate the countries face is indicated, and for the purpose of this study, the first five highest unemployment rates in each continent will be looked at in order to draw on and make adequate suppositions based on these pertinent findings. Within the European continent, Bosnia and Herzegovina have the highest unemployment rate of 43.20%, Kosovo is 35.30%, Macedonia is 26.84%, Greece is 25.15 %, Spain is sitting at 22.37%, and the remaining countries are sitting between 0.5% and 18% − the latter comprises countries such as Austria 8.30%, Bulgaria 9.30%, Belarus 0.50%, Croatia 15.90%, Italy 11.90%, Ireland 9.40% and Romania 6.80 %, to name just a few (Trading Economics, 2015).

American countries

Ball, De Roux and Hofstetter (2011, p1) observe that within the Latin American and Caribbean countries, unemployment is influenced by the size of the rural population and the effects of government regulation, which are generally weak. Unemployment rates, according to Trading Economics (2015), range from 2.50% in Panama to 40.60% in Haiti. The following findings indicate the unemployment trends amongst a few other countries, viz. Guyana at 21%, Bahamas at 15.70%, the Dominican Republic at 14.90%, Jamaica at 14.20%, Barbados at 11.80%, Puerto Rico at 11.60%, and Berlize at 11.10% (Trading Economics, 2015). Central and South America are sitting at 16% (Bhorot & Oosthuizen, 2007).

Australasian countries

According to Professor Richardson (n.d, p1-2), Australasian countries are facing a chronic structural unemployment issue, which creates a loss of jobs due to "technological change". The author maintains that "loss of jobs in the production of goods has led to a major decline in job opportunities for men who have only modest levels of formal education" (Richardson, n.d, p1-2). The Organisation for Economic Co-operation and Development (2014) puts forth that the Australian continent, as compared to other continents, does not face a high degree of

unemployment; however, unemployment does exist in Australasian countries. Trading Economics (2015) provides the following statistics: New Caledonia is sitting with a 13.80% unemployment rate, Fiji at 8.10%, Australia at 6.2%, New Zealand at 5.90%, and Papua New Guinea at 2.10%.

Asian countries

According to Trading Economics (2015), unemployment in the Asian continent ranges from 0.30% in Cambodia to 29% in Yemen. The unemployment rate in Palestine is at 24.80%, whereas Armenia is at 18.20 %, Iraq at 16%, and Oman at 15%.

African countries

Rodrik (2006) ascertains that these statistics provided below by Rankin and Roberts (2010), Bhorot and Oosthuizen (2007) and Trading Economics (2015), are caused by structural changes to the economy, like technology shifts or an increase in the size of the labour force, which indirectly, do not require human skills. Casole and Posel (2002) concur with Rodrik (2006), by also pointing out that unemployment is caused because of the reduced demand for unskilled workers, as technological advancements are assisting businesses with competition. Casole (2002), as well as Bhorot and Oosthuizen (2007), outline that in Sub-Saharan Africa, the unemployment rate is 21% − whereas in other regions, viz. in North Africa and the Middle East, it is 25%. More accurate statistics provided by Trading Economics (2015) indicate that unemployment within the African continent is sitting at the highest level in the world, with Djibouti at 54%, which entails that just more than half of the population is unemployed. This alone indicates the severity of this issue within the African continent. Congo is sitting at 46.10%, Kenya at 40%, Swaziland at 28.50%, Namibia at 28.10%, Angola at 26%, South Africa at 25 % , and Botswana at 20%.

From the above mentioned statistics on unemployment, it is evident that as a social justice issue, unemployment is a global problem that the world is facing. Many countries construe unemployment as being 'structural' in nature, due to technological advancements or economic glitches that might occur due to the mismatch of jobs and skills. Further, they may highlight that unemployment is mainly involuntary due to the shortages of jobs within them. However, it was evident when comparing the statistics of the different continents that Africa

is the continent that is facing the highest degree of unemployment, which indicates that the issue of unemployment needs to be sorely addressed. Subsequently, this issue will be seen for how it is addressed within a sample of grade 10 Business Studies textbooks.

In the next section the focus will be on South Africa.

2.15.2 Nationally: unemployment in South Africa

Rodrik (2008, p2) points to the fact that the unemployment rate in South Africa is amongst the top fifteen in the world (Trading Economics, 2015), and that it increased from "a low of 13% to the current levels after the first democratic election in South Africa – which is 25%". The implication here is that this "poor record on employment represents not only an economic tragedy, but that it also poses a significant threat to the stability and eventual health of the South African democracy" (Rodrik, 2008, p2).

The National Treasury (2011, p5) states that South Africa has an acute problem of youth unemployment. Scholars such as Klasen and Woolard (2000), Lloyd and Leibbradt (2013), Banerjee, et al. (2000), and Kingdon and Knight (2001) share similar thoughts in line with the National Treasury (2011), and go on further to discover that unemployment arises because people are not acquiring the skills or experience needed to drive the economy of their countries forward.

Kingdon and Knight (2001, p26) describe unemployment as being a 'beast', that can tear down whatever is left of the economy. This "beast is most momentous" in South Africa (Kingdon & Knight, 2001, p26), because South Africa has one of the highest unemployment rates in the world (Burger & Fintel, 2009). The most recent statistics posed by Lloyd and Leibbrandt (2013, p 2) are 25.2% (strict unemployment) and 36.7% (broad unemployment) in the first quarter of 2013 (Statistics SA, 2013). Kingdon and Knight (2006) agree, pointing out that these percentages are alarming and are at their peak amongst non-white citizens.

If unemployment is at its peak amongst non-white citizens, then one needs to question democracy and the education system that supports democracy to see if the content taught in classrooms is bridging and redressing the imbalances of the past, or if instead, it is deepening

the Eurocentric visions (Schiro, 2008) that were held during the apartheid era amongst the different race groups (Kingdon & Knight, 2006). Burger and Fintel (2009, p4) draw attention to the fact that the "literature has been relatively silent regarding the role of the educational policy environment assisting the socio-economic issues we face such as unemployment [sic]". However, they make mention of the over-age policy that was implemented to reduce the high repetition rates, aimed mainly at previously disadvantaged schools where learners are 'pushed' to the next grade if repeating the same grade more than once. This shows that learners leaving the schooling environment at the end of grade 12 are not competent enough to meet the needs of the job market, therefore corroborating the high degree of unemployment we face.

Banerjee et al. (2006) state that one cannot blame apartheid or democracy for the unemployment rate, but rather, one should question and examine the system currently adopted to eradicate unemployment, by seeing if it does acknowledge informal sectors and to what extent. Kingdon and Knight (2006) argue that one could blame history for the discouragement of entrepreneurship under the apartheid regime, but then again, Banerjee et al. (2006) state that one could also question democracy – about how encouraging the spirit of entrepreneurship is filtered through and passed on through the education system. Pinto (2007) suggests that curriculum policies and textbooks are the most powerful sources that could implement and carry out values which can create a better future, but if adopted incorrectly, could then create false hope for reducing the issue of unemployment.

Many scholars, such as Pawu, Oosthuizen and Westhuizen (2006), Magruder (2010), and Kingdon and Knight (2001), argue that unemployment in South Africa can be largely categorised as a voluntary or involuntary act by people, with the lack of education playing a major role. Mlatsheni and Rospabe (2002) concur with this statement, and further elaborate that education plays a major role in the likelihood of finding a job.

Lloyd and Leibbrant (2013) go on further to state that the youth unemployment rate is currently sitting at 52.9% (StatsSA, 2013), and that the overall unemployment rate in South Africa is sitting at 25.3%.

To recapitulate, and for the purposes of comparison, the 2013 statistics mentioned above by StatsSA (2013) have been updated in the form of a more recent study (StatsSA, 2014) which

indicates that the unemployment rate is presently sitting at 24.3% – signalling a drop of 1.1% from 2013. To provide more in-depth statistics, it was stated that employment trends have been observed in all sectors in South Africa (StatsSA, 2014). In 2014, statistics in terms of the number of unemployed people have improved by 203000. To break this figure down, there was an increase of "68000 in the formal sector, 41000 in the informal sector", the agricultural sector increased in its employment rate by 56000, and the private household industries increased in employment by 38000 [sic]" (StatsSA, 2014, p5). This resulted in the decrease of unemployment by "242000 people" (StatsSA, 2014, p5). These statistics mentioned show much improvement from 2013 to 2014, which indicates a streak of success for South Africa; however, they do not preclude the fact that South Africa still has the highest percentage of unemployment in the world.

2.16   Chapter summary

According to salient literature reviewed, the phenomenon of unemployment is seen as a severe social justice issue. It is therefore necessary to look at the discourse on unemployment as reflected within a sample of textbooks used for grade 10 Business Studies. The reason for this is that it was noticed that textbooks play a pivotal role in the classroom, since in many cases; they function as the primary source used within South African schools. Hence, this literature review forms the basis of the study, as it will guide and direct the methodology that will be implemented in the next chapter.

CHAPTER THREE

Methodology

3.1   Introduction

This chapter critically explains the steps followed and utilised in this study, and clearly sheds light on the theoretical framework guiding the choice of method, the latter of which will be thoroughly explained later on in the course of this chapter. The purpose of this chapter is to introduce the research technique applied, which supported the arrangement of the data analysis underpinning the research in the next chapter. This study employs a qualitative methodological approach, which relies heavily on critical theory as the theoretical framework underpinning it.

A pivotal analogy used in this chapter involved an adaptation of the strategies used by an optometrist; in particular, it looked at the concept of a 'layered' and in-depth eye examination. Therefore, the theoretical framework of this study formed part of the 'screening process' – essentially step one, *i.e.* the eye examination, symbolically constituting the vision or direction of this study. The theoretical framework provides a deeper and clearer 'prescription' of the lens required and hence adopted for this study, which in this case, emerged as the themes of 'power' and 'domination'. Therefore, the 'spectacles' opted for that best fit the lens of power and domination is Critical Discourse Analysis (CDA), on account of the fact that this model presupposes, critiques and aims to carry out the goals of the theoretical framework.

Subsequently, this study made use of Critical Discourse Analysis when interpreting the sampled texts. CDA itself hence became the frame via which the lens of power and domination would be borne, with which to analyse the texts sampled. Step one, which is the 'prescription', alludes to the theoretical framework used in the form of the 'spectacles' and 'lens' selected – and was tested representatively in relation to CDA, illuminating the themes of power and domination. This 'prescription' was applied when a sample of four textbooks was analysed, selected by means of purposive and convenience sampling – both methods of which will be discussed later in this chapter.

Trustworthiness, elucidated by Rodgers (2004a), is thoroughly applicable for a study based on CDA. All of the abovementioned aspects will be scrutinised in this chapter.

The philosophical traditions and assumptions underlying this study stem from the critical paradigm, as they deal with the questioning of current structures that are put in place, aiming to emancipate and transform existing social structures in a bid to try to create an equal semblance of organisation. The research strategy adopted in this study set out to critically analyse four grade 10 Business Studies textbooks. The analysis conducted used Gee's (1999) method of CDA. A significant part of the data collection process arises from textbook analysis; moreover, these textbooks are already part of the public domain.

This chapter is categorised into three subdivisions. In the first part, the qualitative approach to the study is disclosed, a method which allowed for comprehensive, in-depth data to be collected, thereby contributing to a study that provides rich, meaningful data (Rapley, 2008). The second part of this chapter deals with the research strategy used as it elucidates the theoretical framework critical theory, 'CDA', *i.e.* the research approach used to analyse the sample. Lastly, the third part of this chapter shows how the issue of trustworthiness (Rodgers, 2004b) has been taken into account.

3.2   Approach to this study: qualitative design

The approach to this study is framed from a qualitative angle, which is centred on gathering thick, descriptive qualitative data. According to the literature reviewed, there are many definitions proposed with regard to qualitative research. The goal here is to provide specifics on the current thinking within qualitative research, and to show why qualitative was chosen as a methodological approach for this study. Choy (2014, p100) points out that a qualitative approach can be defined as a data collection method that "collects data, analyses data and interprets data", with the goal of creating a textual explanation by emphasising and conducting a theoretical approach that relies on the application of "logic in practise and a non-linear research path [sic]". With this in mind, the intent of this study is to collect data from Business Studies grade 10 textbooks and analyse it in such a way that rich, textual data might be created – which would potentially illuminate if there is any power or domination evident that influences the text.

Basri (2014, p314) states that a qualitative approach is referred to as a "process of inquiry" that extracts data from the context in which the study is conducted, in order to "produce findings that are not derived from statistical and quantification procedures". Fru, Wassermann and Maposa (2013, p84) point out that in a study which follows a qualitative approach, the findings should not be "reached by means of quantification". These resembling characteristics shown by the scholars sum up the reasoning behind the choice to conduct a qualitative study. Hence, this study wants to gather rich textual data that will indicate if there any influences are apparent in terms of power and domination, from the economic representation of unemployment in a sample of Business Studies grade 10 textbooks. This would be approached with the intent to   produce findings that constitute substantial textual data. With this in mind, this study aims to group together textual data from the sampled textbooks, in order to achieve meaningful data analysis that endeavours toward 'accuracy'. The primary objective of data analysis in this study is to gather in-depth and rich data that would deepen the effort to bind a rich, in-depth study with valuable textual data. This textual data might lend expression to and position the findings as regards the data collected from the sample, in terms of the economic representation of unemployment in Business Studies grade 10 textbooks.

To further understand the concept of the qualitative approach, Onwuegbuzie, Leech and Collins (2012, p12) state that obtaining qualitative data is an 'inductive' process that collects information and also draws conclusions from it, which in turn, aims to gather rich, in-depth information. This would help organise and categorise information with which to draw conclusions, by highlighting relationships and grouping the information together in an effort to make meaning of what is taking place.

Given and Winkler (2014, p4) draw attention to the idea that the qualitative approach will "embrace context, bias and subjectivity". Here, they allude to the notion that the qualitative approach suits a study that wants to look deeper at the sample, with the attempt to create data analysis that picks up finer details in terms of bias and subjectivity. Roller (2014, p14) suggests that, through qualitative data analysis, more issues are raised through broad and open-ended enquiry, which fits perfectly within the critical paradigm. The indication, therefore, is that qualitative data analysis suits this study, as this research project is approached from a critical perspective that seeks to thoroughly analyse a sample of grade 10

Business Studies textbooks, in order to establish if there is any bias and subjectivity they hold in relation to the themes of power and domination.

Rapley (2008, p15) makes mention of qualitative research, which "can be identified as a research approach intended for the world out there to understand, describe and sometimes explain social phenomena from the inside in a number of ways". This indicates that qualitative research seeks to understand what is taking place, and also, to draw conclusions by describing the phenomena that may be taking place. Creswell (2003), on the other hand, puts forth that in qualitative research nothing is taken for granted – but rather, every detail, word, action or gesture helps enrich the data that is obtained. Therefore, a study that is approached from a qualitative angle aims to analyse every word, action or piece of information arising, so that a 'true' and 'precise' reflection of what is taking place could possibly come about. Therefore, in this study, the qualitative approach is used to analyse words positioned within the text, in order to see what meaning could be made of them by the different people engaging with these texts; moreover, to see if there is any theme of power or domination that exist therein.

According to the literature reviewed on the qualitative method of data collection, there was one core aspect that was identified amongst several researchers on qualitative data (Creswell, 2003; Rapley, 2008; Onwuegbuzie *et al*. 2012; Fru *et al*. 2013) – that the qualitative method of data collection is purely concerned with gathering rich descriptions or pieces of information, rather than numerical data.

Previously mentioned literature on the qualitative method emphasises the describing and understanding of a particular phenomenon. In this case, the study will describe and understand the economic portrayal of unemployment in Business Studies grade 10 textbooks. In particular, this study is concerned with 'what', 'how' and 'why' questions, *viz*:

1. What are the discourses of unemployment in grade 10 Business Studies textbooks?
2. How is unemployment embedded in grade 10 Business Studies textbooks?

Therefore, in qualitative research, one is concerned with the depth of the study rather than the quantification of the study. The qualitative approach explained above, according to

Mogashoa (2014), compliments the lens of this research strategy, *i.e.* CDA, which will be explained later on in this chapter. This study is qualitative in nature and is approached from a critical angle, which draws from the critical paradigm.

3.3   Critical paradigm

A paradigm represents a worldview of what is 'acceptable' and how, in terms of a critical paradigm, the main aim is to bring about social change since it perceives the world as not being equal, fair or just; hence, it critically sees the social injustices embedded within the world (Seale, 1999). Dimitridadis and Kamberelis (2006) state that within the critical paradigm, power struggles are very much present within society; therefore, a critical eye is needed for a positive change.

The focus of this study is to critically analyse the representation of unemployment in Business Studies grade 10 textbooks. This is in line with the critical paradigm, which is influenced by critical theory as per the Frankfurt school of thought mentioned by Patrascu and Wani (2015) – who re-establish that the core of the critical paradigm is not about understanding society, but rather, about spurring social change through an examination of existing social structures and the dynamics that create these. Cohen, Manion and Morrison (2000) support the Frankfurt school of thought, as they state that in a critical study the "researcher aims not just to describe or understand, but wants to change society to become more just". Therefore, the qualitative research approach feeds into this study as this research project seeks to take on a critical approach with respect to the representation of unemployment in Business Studies grade 10 textbooks, and furthermore, to create awareness by firstly establishing if there are any influences pertaining to the themes of power and domination in these textbooks.

Due to the nature of this study, as evidenced in the title also, to critically analyse four grade 10 Business Studies textbooks falls within the critical paradigm. Dimitridadis and Kamberelis (2006, p132) argue that the critical paradigm aims to discover the uneven and biased ways in which the world is structured. They elaborate further, by maintaining that the critical paradigm sees reality for the way it is by the social, political, cultural, economic and other dynamics that contribute to and shape the world.

A Gramscian analysis by Dimitridadis & Kamberelis (2006) highlights that critical researchers do not believe in being neutral or objective, but rather, focus on bringing about some kind of social change that benefits marginalised people. This paradigm is hence best suited for this approach, to critically understand and bring awareness to the influences of power and domination, if any, in the discourse of unemployment in a sample of grade 10 Business Studies textbooks. Therefore, the focus of this study is to uncover the economic representation of unemployment within the selected texts, as could be seen from a dominant perspective, in order to reveal and question the use of domination, if any, prevalent in these textbooks.

Taking cognisance of the critical paradigm helps to understand the reasoning behind an analysis of the representation of unemployment as the phenomenon, in order to acquire a deep, critical understanding of the textbooks analysed. The qualitative approach is most suitable for this study as it is useful to explore, understand and critically analyse the representations of unemployment entrenched in grade 10 Business Studies CAPS-compliant textbooks. Next, the theoretical framework of the study, which is critical theory, will be utilised – in order to look at the different thoughts and ideas around critical theory such that the context under which this study will be conducted may be provided. Creswell (2003) creates the link between critical paradigm and qualitative research, as he elaborates that qualitative research methodology is best suited for critical research, since it helps obtain rich data about the world which is believed to be unjust.

3.4   Theoretical framework: critical theory

When explaining critical theory the researcher adopted the strategies used by an optometrist. Critical theory makes up the theoretical framework of this study; hence, when applying the aforementioned analogy, assumes the same function of the 'screening process', which is the most important function of an eye examination performed by an optometrist. This is because the process would help determine the quality of one's sight, and it would also diagnose the correct prescription of lens needed to improve one's sight. When seen in comparison to this study, critical theory helps identify the lens that would be most appropriate to be adopted when analysing the sample, *i.e.* the emergent themes of power and domination. This lens would help the researcher identify if any notion of power and domination does exist within the text, and hence be able to extrapolate possible meanings. Due to its suitability, this study

is guided by critical theory, which would be employed as the chief theoretical framework for this study.

Firstly, the concept "theory" needs to be unpacked before further immersion in critical theory is embarked upon. Felluga (2015, p.viii) states that 'theory' can be regarded as a "reasonably systematic reflection on our guiding assumption". Therefore, in the case of this study, the researcher opted for the utilisation of critical theory, as it methodically guides this study with the aim to assist in ascertaining if any influences of power or domination exist within the sample of grade 10 Business Studies textbooks.

In this study, much use is made of the Marxian, Foucault and Horkheimer schools of thought, in terms of critical theory and an investigation into the critical representation of unemployment in four Business Studies grade 10 textbooks – using CDA as a barometer. Marx, Foucault and Horkheimer initiated and coined the term 'critical theory' because they had seen "atrocities inflicted by humans on humans" (Gilani-Williams, 2014, p16), and therefore felt the need for change and the desire to see it come to fruition. Felluga (2015) and Fuch (2014) highlight that Marx, Foucault and Horkheimer may be construed as the main 'thinkers' as regards critical theory. These theorists assist in this research project as their sentiments pertaining to power and domination help make meaning of the data collected for this study. Gilani-Williams (2014, p16), raise that critical theory critiques social formations and also, continues to spur revolutionised change that emancipates and gives power to voices that were once silenced or marginalised.

Historically, critical theory is associated with being interdisciplinary in nature, as it has the tendency to bring together different scholars from varying school of thoughts, in an attempt to understand society as a whole (Horkheimer, 1931). Due to its complicated nature, critical theory has a proclivity to branch off into various disciplines as these disciplines tend to reconnoiter power structures, class, authority and domination in a manner that fosters the creation of an 'equal' environment, in accordance with each discipline's understanding of the same (Fuch, 2015, p6).

Strauss (2012) noted that critical theorists identified the power of text in playing a manipulative role amongst the people in the society, which in turn, may be seen to promote the dominant capital class. This statement has much relevance to this study, as it indicates

that the sample utilised (textbooks) could actually promote the dominant class by virtue of the words conveyed in them. Hence, this alludes to the need for a critical eye needs to be adopted when reading the relevant texts, seeing as these may be subject to influence. According to Giroux (2004), critical theory initially allows people to question their position, or what they have become through social formations. This conveys the message that one should not just accept society at face value or harbour superficial understandings, but rather, should go beyond mere understanding or reasoning and question existing social formations in an attempt to gather a deeper grasp of the society in which one lives. Fundamentally, Felluga (2015, p.xxiii) highlights that critical theory takes into account the "isolated individuals" and the "sum-totals of individuals", as it questions the current societal system in order to be critical of the present, as well as sticking to the goal of critical theory laid out by Marx in 1867 and Horkheimer in 1972 – both of whom interchangeably claim that critical theory creates new social forms with a "better reality" and a "society without injustices" (Felluga, 2015, p.xxiii).

Magunje (2013, p26) highlights that critical theory recognises that, in society, there are existing social formations that do exist and therefore, critical theory analyses the contending power that exists within these social orders or formations in an attempt to identify "who gains and who loses in specific situations", for instance, within social, structural or historical hierarchies. Critical theory, therefore, argues that one should be critical and take note that society is not an equal playing field, but rather, that there are existing social structures and norms embedded within it, which may lead to or create unequal power struggles within society (Giroux, 2004).

Critical theory therefore aims to create an individual who is reflective in nature, who does not merely accept what he / she may be told. The concerns stemming from critical theory, according to Gilani-Williams (2014), are to emancipate the oppressed by challenging the beliefs and systems that dominate them. Critical theorists want to liberate marginalised people, and to transform society into a better, more 'equal' place.

Within critical theory there is always a need to question existing structures and formations, as nothing can be taken for granted; hence, it helps people to develop a critical eye in an attempt to create a balance within society (Marcuse, 2009). Another very important tenet of critical theory is that it emancipates and transforms existing structures that are created by society.

Marcuse (2009) proposes that critical theory unfolds the deep layers of a historical or structural nature that are embedded within society, in order that it may highlight and foster the creation of a more equal society for all.

Critical theory is primarily concerned with the movement and development of those who are oppressed and troubled (Fuch, 2014). Critical theory is relevant to this study with respect to the textbooks that people are exposed to – in this particular case, the sample of grade 10 Business Studies textbooks that were used, such that there an evaluation of their contribution to the tenets of transformation and equality could be made. It is of interest to know the critical pedagogy CDA methods applied, with which to analyse textbooks. The reason for seeking a greater degree of understanding as regards critical pedagogy is to see the overall approach that critical theory has when trying to empower the unrepresented or under-represented. This would help situate the study in terms of analysing critical analysis of the representation of unemployment in Business Studies grade 10 textbooks.

Nodaushan and Daftarifard (2011) highlight and place much emphasis on critical pedagogy, as they show the pre-existing relationship that exists between critical pedagogy and critical theory. The term 'critical' is looked at in a more accurate and deeper way, with differing perspectives in mind, which evidently indicates that in critical pedagogy oppression is still taking place, since the previously marginalised are still oppressed by the elite, thereby leaving the oppressor to enjoy further freedom. This therefore indicates that within critical pedagogy the essence of critical theory may well be lost, as many people are turning a blind eye to the role and function critical theory plays in terms of endeavouring to create a balance within society (Marcuse, 2009; Nodaushan & Daftarifard, 2011). This is very important as this study evaluates textbooks, which collectively constitute part of the resources used within the classroom; hence, textbooks could arguably be construed as being one of the most important resources used in the classroom (Pinto, 2007). It is of interest to see if the textbooks sampled carry any themes of oppression within them that might serve to advantage one group and disadvantage the other.

One needs to take cognisance of the fact that critical pedagogy is not solely a theory derived from pre-existing literature, but rather, that it is a hands-on or practical educational philosophy brewed by the Marxist school of thought (Duncan-Andrade & Morrell, 2008). Some of the leading or influential scholars of this theory are Kincheloe, Mclaren, Giroux,

Shor and Macedo (Gilani-Williams, 2014). According to Kincheloe (2004), critical pedagogy primarily focuses on empowering learners and giving them the skills with which to develop a critical eye on what is well thought-out to be dehumanising to the poor, and which is embedded directly or indirectly in education and the resources it uses (Breuing, 2011). This key issue raised shows the link between critical theory and critical pedagogy, as both question authority in a subversive way. Hence, critical pedagogy requires that learners should look deeper, beyond the conventional knowledge prevalent; in order to identify within text that which is being exposed and what is being said by whom. Through engaging in this process, the students are then empowered to act against those who may be subjugating them and preventing them from becoming successful.

Critical pedagogy endorses that change needs to begin in the classroom with respect to the resources which learners are exposed to, like textbooks, because dominant powers and thoughts are embedded within these resources. Although those who wield dominant power might disseminate and maintain their belief systems within textbooks, as these are echoed within these printed sources in various ways, *e.g.* through the use of text or pictures (Giliani-Williams, 2014), there is a possibility that this can change. This is the central point to the study, as it runs parallel with the objective of this research project, that is, to assess how unemployment is represented within a sample of grade 10 Business Studies textbooks.

One resource used within schools that is very much 'influenced' in nature is the textbook, according to Akbari in 2008, as mentioned in Nodaushan and Daftarifard (2011, p26), who states that within schools, "social, cultural, and political dynamics of language use still exist". These published works are cumulatively part of a genre which has much power embedded within it due to the fact that it is influenced. Thus, Fairclough (2003) states that critical theory accords one the expertise to question one's position of social formations that take place within schools, the broader context or even in discourses. This study is aimed solely at textbooks, as it questions the content published within a sample of grade 10 Business Studies textbooks, to see how the discourse of unemployment may be entrenched, as well as to assess whose interests might dominate or influence these textbooks, if at all, and why.

This study aims to understand the contending interests concerning power and dominance that might be imposing upon the discourse of unemployment present in textbooks, by using Critical Discourse Analysis (CDA) as an analytical tool and lens. According to Fairclough

(2003), CDA is informed by or forms part of critical theory. Magunje (2013), concurring with Bijeikienë (2008, p105), believes that "CDA forms part of critical social research aimed at addressing the most pressing social problems of the day which refers to those aspects of the structure, organisation and functioning of human societies that cause suffering, injustice, danger, inequality, insecurity and self-doubt". This study, through the lens of CDA, seeks to find if there are any notions of power and discrimination situated within the text, which in turn, serves to indicate that CDA is linked to critical social research. This shows that CDA and critical social research have a systematic bond or relationship that both claim to achieve, thereby creating a society that is aware of the influences prevalent in texts, if there are any (Magunje, 2013). This study will also be looking at the issues of power and domination, as well as the influence they may wield, if any, on textbooks. Therefore CDA stems from and feeds into critical theory, as CDA questions "social formations, acts of morality, justice and fairness, hegemony, power, dominance and ideologies", in the words of Bijeikienë (2008, p105). CDA will be adopted using the critical lens of 'power' and 'dominance', as joint influencers, and will be further discussed later on in this chapter.

The methodological underpinnings of CDA draw on critical theory's two major concepts that arise from within it, *i.e.* power and domination, both of which are located at the heart of critical theory. Power and domination exist within critical theory because they afford one the chance to observe the social formations created amongst matters of race, sexuality, class, religion and 'abled-people'. These two concepts mentioned above will now be explained.

3.4.1   Power

Through engagement with the literature on critical theory, the researcher extracted two of the most valuable concepts that will significantly assist in the analysis aspect of this study within Chapter Four, *i.e.* 'power' and 'domination'. The literature on critical theory has prompted an increased understanding about the issues of power and domination, as well as shown how they exist within society and the contributions they make to the existing social formations created. An in-depth analysis of power and domination will be provided in an attempt to further broaden an understanding of these concepts, in addition to trying to establish their theoretical underpinnings. The reasoning behind broadening a grasp of the concepts of power and domination is so that, upon evaluation of the textbooks, this would guide the analysis and understanding such that it might be more possible to identify if any semblances of power and

domination exist within the text. The concepts of power, domination and their joint impact on textbooks would thus be unpacked.

According to critical theory, one needs to adopt a critical eye, which inadvertently, needs to question social structures in order to understand, bring awareness to and attempt to change the world around us. One should not therefore accept the face-value ideas that society may portray, as there could be underlying perceptions linked to power and domination that govern and influences the way one thinks and sees the world around us. Some of the key thinkers around theories of 'power' are Foucault (1972) and Bourdieu (1973), both of whom offer a nuanced view of the term 'power'. Foucault (1972) elucidated the element of power as he reconceptualised the term, putting forth that power is not approximately "acquired, seized or shared, something one holds onto or allows slipping away [sic]" (Foucault, 1972, p94); rather, power is seen "everywhere, diffused and embodied in discourse, knowledge and regimes of truth" (Foucault, 1998, p63). This highlights that power is constituted in text, which then inadvertently becomes the 'truth', because resources like textbooks used in schools are so heavily relied upon (Pinto, 2007). This indicates that textbooks and the content embedded therein are seen as the truth and that this truth, according to Foucault (1998), embodies power that the agent group possesses. These inferences are key to this study, as the research aims to see if there is any influences of power and domination are embodied within Business Studies grade 10 textbooks.

Fusaro (2010) adds that 'power' has the ability to make someone do something that they would never have previously done, or to control someone. Lukes, in 1986, and Wrong, in 1979, both of whom are mentioned in Van Dijk's (1998, p5) article, aver that power is known to be a form of social control that is used to control groups that have less power. Van Dijk (1998, p5) further states that the power vested in the agent groups are the influences in public discourse, as this is seen as a way to manipulate one's thoughts and mould people's way of thinking. Here, it is evident that power is the influence that creates social division amongst people. It also has an influence on textbooks, as proposed by Fusaro (2010).

Hence, Mckinney (2005) also corroborates Fusaro's (2010) perspective, in stating that power is very much evident in text, as textbooks have a major influence on people and therefore have the power to guide one's thoughts. Mckinney (2005) adds that textbooks are seen as a tool with which to hold or convey messages indirectly to the reader, which in turn, helps and

abets the growth of power existing within the text. The development of power is a core element that needs to be highlighted, in order to see if in any way it has influenced the grade 10 Business Studies textbooks sampled in this study. When reflecting on the concept of power, some researchers state that "knowledge is used as a form of power" to control, to be precise, as notions of "societal power" which are evidently derived from the text, are effectively published within textbooks (Mengibar, 2015, p41). Therefore, one can propose that power creates a negative social change that privileges powerful organisations and silences the poor (Mengibar, 2015).

Some of the key thinkers around the concept of power, apart from the scholars mentioned above, are Levy, Alvesson and Willmott (2003), Ezzamel and Willmott (2008), Wodak and Meyer (2009), as well as Deleuze and Lilley (2001) . These scholars look at the link made between power and textbooks. Deleuze and Lilley (2001) focus on how text indirectly influences readers' emotions toward a specific establishment or 'organisation'. Levy, Alvesson and Willmott (2003, p2), also describing power, state that textbooks serve the interest of the agent group, as they promote the conventional way of thinking that highlights power and further creates a subdivision between the fortunate and the less fortunate. Wodak and Meyer (2009) highlight and allude to the fact that there are many power implications that are associated with textbooks, due to the active voices that emanate from within the texts. Balogun, Jacobs, Jarzabkowski, Mantere and Vaara (2013) put forth that these 'active voices' within textbooks are considered strategies with which to create distance and hostility amongst the people in a very subtle way, which, upon deeper observation, shows that textbooks can be manipulated by those in power, essentially promoting further division amongst people.

Balogun *et al*. (2013, p6) propose that the discourse as around the use of textbooks in the classroom is seen as a "basis of knowledge and power", which intelligently corroborates what the abovementioned scholars are saying in relation to power and textbooks. Wodak (2013), on the other hand, draws parallels, as his primary concern is that people are mistaken in thinking that power is tantamount to 'language'; he instead tenders that power is not derived from language, but instead, is manipulated so that it can be used to change the 'discernments of reality' ultimately affecting or creating negative social change.

Drawing on the distinction between textbooks and power, Ezzamel and Willmott (2008) maintain that textbooks seem to have subjectivity and structural power vested within them.

Ali, Katzman and Bughio (2015, p45) postulate that "textbooks tend to keep a record of political and religious ideologies" allied to power that are "produced by authors and publishers for maintaining their hegemony and influence in society". This distinction between power and textbooks demonstrates the influence of power on textbooks, which actually hinders and counteracts the process of learning, as the texts' influenced nature may thus create subdivisions amongst readers or people in general.

This study will look at how power is exercised in the textbooks and to what extent this may be the case. Johnstone (2002) assigns money to power, stating that people who have more money in comparison to others essentially have more power. Van Dijk (1998, p6) concurs with this view, pointing out that people who have money can buy want they want, to be potentially seen in textbooks as publishers; furthermore, if they so wish, they may develop textbooks mainly for monetary gain (Van Dijk, 2006, p362). These sentiments are vitally important, as the focus of this study is on what influences are imposed upon textbooks and why this may be the case. Hence, CDA looks at social power and its control over textbooks.

3.4.2   Domination

'Domination' is one of the concepts that emanated from and is used by critical theorists in critical theory, as mentioned above, and is very closely linked to the concept of power as it carries almost the same tenets. In many instances, the words 'power' and 'domination' have been used interchangeably by Burawoy (2012), Bourdieu (1973) , Wodak (2016) and Van Dijk (1998)). However, 'domination' has been looked at separately in this study to indicate o its own theoretical understandings within critical theory, or in particular, within CDA.

Rompton's (2014) thoughts run in line with the aforementioned scholars, asserting that there is a fine line between power and domination that distinguishes both concepts from each other; however, the traits of both these concepts are interlinked as they tend to look at the exercise of authority over the weak-willed or disadvantaged, and thus can be used interchangeably.

Van Dijk (2006, p250), who is also one of the leading thinkers around the concept of domination, explicates that domination can be seen as the "exercise of power by the elite, institutions or groups", which ultimately, results in "social inequality which includes political, cultural, class, racial and gender inequality [sic]". Ar (2015, p67), on the other hand,

defines domination as 'supremacy' or 'preeminence' over another, where there is the exercise of preponderant, governing, or controlling influence that impacts upon a particular source, for example, textbooks.

Rompton (2014) highlights that textbooks have a distinctive role as they are 'repositioned' and seen as a key resource used within schools. Naidoo and Muthukrishna (2014) mention the fact that textbook industries have to respond to the mounting demand for textbooks within schools, in addition to having to clasp the tenets of the external forces. In terms of external forces, Rompton (2014) speaks about 'governmentality', which, the author contends, imposes and deliberately inserts its views in textbooks. Rompton (2014) and Wodak (2016) allude to the fact that this exacerbates the influence of domination within textbooks, as the texts are thus effectively dominated by a political perspective, due to the power wielded by the political powers that be. Hence, there is inference to the control of political parties, which in particular, could refer to the controlling political party of the country, thereby tending to exercise its authority to rule and control. Hence, the controlling political party might be inclined to insert its views, policies and thinking as 'norms' in the textbooks that learners are exposed to, inadvertently creating the domination it requires to rule and continue to control – subsequently resulting in the social and political inequality previously mentioned by Van Dijk (1998).

The arguments made above indicate that power and domination are interlinked; it can therefore be seen that the supremacy of domination leads to 'hegemony', another concept arising from critical theory, which ultimately creates a process whereby the agent group encourages the subordinate group to willingly accept subordination (Fusaro, 2010). Therefore, hegemony is seen as the acceptance of authority without any force (Centeno, 2013, p2). Centeno (2013, p2) further shows that domination, in line with hegemony, implies that there is a "voluntary compliance, that it requires some minimal level of legitimacy [sic]".

'Legitimacy', acknowledged by Jones (2006, p78), refers to the acceptance of power, coercion or some sort of authority – usually alluding to agent groups who tend to exercise their power and hegemonic nature to draw in subordinates and encourage them to voluntarily think and feel that the agent groups are correct. Therefore, legitimacy and 'legitimated ideologies' (Wodak, 2016, p303) could well function as the central tenets or characteristics that are constructed within textbooks. These legitimated ideologies may build and promote a

certain dogma within a culture, where there may be much emphasis placed on certain aspects or practices, whilst the rest of the aspects are diluted in nature, in such a way that they are almost neglected. Therefore, the foundation of this study is affected by the concepts of power and domination, which would assist in examining and questioning the likely meanings presented and prescribed within textbooks.

3.4.3   Relationship between the concepts of power and domination

Wodak (2016) believes that 'domination' encompasses the use of power, and therefore, ultimately incorporates the control of one group over another; this view is also supported by Van Dijk (1998). Domination thus emanates from power, and power cultivates itself from domination – since power is seen as a way of influencing people's minds to think and 'believe' in a certain way. Consequently, this study is interested in the way in which textbooks replicate domination in the form of power, the process of which, according to Billig (2008), implies the abuse of one group over another. In order to understand the role of textbooks, one needs to understand their function and the significant role they play in the classroom, as mentioned in Chapter Two. According to Burawoy (2012) and Bourdieu (1973), the role and function of textbooks actually create a space for domination; hence, editors and publishers feed off the external forces (political parties) in order to attain credentials, impacting the rate of supply and demand within this industry. The aim of textbooks then, if seen in alignment with the interests of external forces (*e.g.* political parties), should actually be to 'limit' the freedom of readers, influencing their cognitive levels in such a way as to direct and stimulate readers' thinking on a particular topic.

Power and domination, as mentioned above, have been separated due to the theoretical understandings raised about these two concepts; however, these words can be used interchangeably, despite it being evident from the above arguments that there is a fine line between these two concepts. Burawoy (2012, p19) claims that the majority of the time, power and domination can be used interchangeably as they are interdisciplinary in nature, with a 'thin line' separating their meanings. For the purposes of theoretical understanding, the concepts of power and domination were separated, in order to identify what meaning the scholars are making of these concepts that are related in nature. As stated previously, in this chapter, power and domination have been defined independently to show their singular and

representative meanings; however, for the purpose of this study the researcher may use the words interchangeably to demonstrate the interdisciplinary nature these two words possess.

The value of critical theory for this study was discussed in the above segment. This section also emphasized the purpose and objective of critical theory, casting light on its need within this study. In the next section of this chapter, CDA analysis will be introduced and explained; it serves as the lens needed to critically analyze the text. There will be segmentation into what CDA analysis is, as well as why and how it was used in this study.

3.5   Critical Discourse Analysis (CDA)

Cultivated or produced from the school of critical theory is CDA, which is regarded as an offspring of critical theory as it is based on the same guiding principles, *i.e.* to develop a critical eye when analyzing text. According to Huckin (1997, p5), who is one of the main thinkers around CDA, it is the examination of text from an apparent 'precarious' lens or thought that comprises notions of power, hegemony, ideology or dominance. Therefore, it is apposite to state that CDA sheds light on and carries out the principles of critical theory, intending to uncover the perspectives or influences emerging from texts, as well as to provide a proposed solution or reason for change. Sheyloislami (2015) emphasizes that CDA deals with understanding and creating change through an examination of the relationship between written and spoken text, to see if text reveals the concepts of power, dominance, inequality and bias.

To further broaden the meaning of CDA, Mengibar (2015, p39) proposes that it looks at the "role of language used and the meanings contained in the discourse reproduced", as CDA is viewed by many scholars, *viz.* Mengibar (2015), Gilani-Williams (2014), Rodgers (2004a), Creswell (2003), McGregor (2003a) and Huckin (1997), as an "invaluable approach" (Mengibar, 2015, p39). CDA critically evaluates the production of knowledge to see the patterns that are exposed or which are evident in text, to observe the reproduction of knowledge existing within it. Therefore, critical discourse analysts believe that words positioned in text are powerful as they are have the ability to convey authoritative messages. In line with Huckin (1997), Van Dijk (1998, p1) proclaims that in CDA, text can promote hidden messages associated with "social power abuse, dominance and inequality". Blommaert and Bulcaen (2000, p98) state that CDA is highly "context sensitive", as critically

analysing text requires one to take an ethical stance because critical theorists believe that benefits should be for the marginalised, a view which is in concordance with that of Creswell (2003). McGregor (2003a) argues that CDA empowers the powerless and transforms social injustices for the better.

Ar (2015) advocates that CDA attempts to uncover the dialectical relationship between language and its influences, such as power or domination. This approach therefore dissects the text in the existing discourse, to reconstruct a more penetrating meaning that impacts the non-dominant group and thereby show how their interests are evident, published or perceived in the text.

The application of CDA allows for the process of reconstruction of the initial text to come about, in order to expose preconceived meanings that may be evidenced in the text and allow for the creation of critical meaning. Ar (2015) brings attention to the notion that the most common form of social structure stems from textbooks. Therefore, it is worthwhile to critically analyze text, as this allows the researcher to consider the relationship between language and external influences. Hammack and Pilecki (2014, p13) highlight that "critical discourse analysis is founded on the key theoretical assumption that inequalities are produced in discourse", which is a social practice that attempts to reinforce "social structures and dominant ideologies". CDA shows the way in which language is used to represent power and domination, a practice which further maintains hegemony.

CDA scholars are concerned with the way in which text is presented and displayed, therefore contributing to the 'mapping out' of how text depicts and upholds the themes of dominance and power that may be present within it. The primary focus of Critical Discourse Analysis is purely on textbook or discourse, which "allows for elaboration of how ideologies are embodied in the material reality of language in everyday social practices" (Hammack & Pilecki, 2014, p13). These thoughts are corroborated by Fairclough (2012), as well as Wodak and Meyer (2009) – CDA scholars who view power and domination as an "overriding objective that question(s) the senses and ways in which the discourse reconstructs social life in processes on social change [emphasis added]" (Fairclough, 2012, p452-453). Power and domination are seen as a form of social control that makes someone do something that they would never have previously done (Fusaro, 2010). Consequently, discourse empirically reveals the process of how the influences of power and domination afford an opening into an

attempt to divulge themselves, as they are still very much present in the text. Therefore, the tenets central to the theoretical foundation of CDA revolve around the notion of being "dialectic" (Hammack & Pilecki, 2014, p14), *i.e.* tending to hold the view of two opposing points that try to establish the truth through a reasoned argument. Therefore, CDA aims to see if there are any influences in the text with the goal to create change, guided by the intention of bringing about more 'equality' through the text.

Thus, it is good to say that CDA, according to Mogashoa (2014, p104), inherently shows how the dominant group is secure with texts as it carries out its hegemonic beliefs; however, the subordinate groups are being suppressed as CDA also highlights how they can resist the discourse and potentially reconfigure the existing one in a bid to try to create an equal environment. CDA therefore argues that the main aim is to take on the "top-down" tactic or methodology (Hammack & Pilecki, 2014, p14), thereby promoting the elimination of "dominance over resistance"; hence, CDA is used as part of the methodology in this study to look at a text as an 'uncritical' reader, and then to deconstruct it to make meaning of its initial likely intentions.

Mogashoa (2014, p104) highlights that CDA draws from "describing, interpreting, analysing and critiquing social life reflected in text", to see how the text depicts the social justice issues we face. CDA thus brings about transformational change. It captivates readers' attention, therefore, by alluding to the fact that texts are not neutral and should be seen at all times with a more critical lens, to observe how "economy, race, class, gender, religion, education and sexual orientation" (Rodgers, Malamcharuvil-Berkes, Mosley, Hui and O'Garro Joseph, 2005) are erected, replicated and alter social systems. Van Dijk (2006a, p252) hence suggests that CDA promotes an understanding of pressing social issues, to see how language functions in the portrayal of these issues.

The long term goals of CDA are to see what impact these texts have on causes and consequences of the social justice issues mentioned above. Therefore, Mogashoa (2014, p105) points out that CDA is a "detailed account of the relationship between text, talk, society and culture". McGregor (2010) argues that individuals should move away from the old, conventional way of reading text to a more critical way, that emphasises the identifying of connotations portrayed in words positioned within the text. The main intention is to reveal how text is ideologically shaped by power and domination.

These desirable tenets of CDA, explained above, give reason as to why it will be adopted for this research project − as this study aims at analysing text in a critical manner with the intention of identifying social injustices, if any, identified in the text. CDA helps to delve deeper into the power issues linked to dominance, relating to unemployment and the discourse around it. It will hence provide an analytical tool for this study.

3.5.1   Gee's method of CDA

Due to the nature of this study, which pays attention to or hones in on "context, (the) historical emergence of a set of concepts or policies [emphasis added]" (Rodgers, 2004a, p6) leans more towards being textually orientated, whereas text or discourse, according to Rodgers (2004a, p5), is not a mere product, but rather, may be seen as a conventional set of "consumptive, productive, distributive, and reproductive process(es) of the social world [emphasis added]" in which it exists. It is evident from the above literature that CDA makes a "transparent connection between discourse practices, social practices and social structures, connections that might be opaque to the layperson [sic]" (Sheyholislami, 2015, p1). Therefore, this study aims to see if there is any connection between the concepts of power and domination in relation to the grade 10 Business Studies textbooks sampled, and if so, how, with regard to the depiction of unemployment in these books. The researcher adopted Gee's (1999) method of CDA for this study as it seemed to be the most suitable, and moreover, is an approach that is textually orientated.

The reason for the selection of this method of CDA is that it is based on the analysis of text through "linguistics or semiotics" (Fairclough, 2003, p5), hence allowing the researcher to concentrate on the function of the language in the text, in order to see how and why the text may be represented in that chosen style. Gee's (1999) method of CDA was chosen for this study because its primary emphasis is on text and the portrayal of the text within textbooks, how it may be influenced in a more critical manner, and by whom. This hence feeds into the goal of this study, which is to "describe, interpret and explain" (Rodgers, 2004a, p249) the relationship between the language portrayed in the text and the evolution of the very same language that feeds the influences borne within the texts, such as power and domination.

Gee's (1999, p63-65) method of CDA consists of 3 levels of analysis. For the purpose of this study, the following aspects of the model will be adopted for the analysis of the text, *i.e.* "form-function", also known as level 1, and "situated meaning", which is classified as level 3. Adopting levels 1 and 3 will allow for a deeper view into the study, which would lead to the creation of rich data. Level 1 allows one to look at the word in its "form-function", which is 'noun' or 'verb'; thereafter, the aspect which looks at the identities and meaning that go along with what is being said is embarked upon, to identify the purpose of the word in the sentence and any "situated meaning" (level 3) embedded within the text. These are seen through a particularly critical lens to make meaning of the sentence. This study then adopts Huckin's (1999) concepts of 'topicalisation' and 'connotation', to further analyse and create deeper meaning of the chosen aspects (unemployment) in the text, which effectively falls within level 3 of Gee's (1999) levels of CDA.
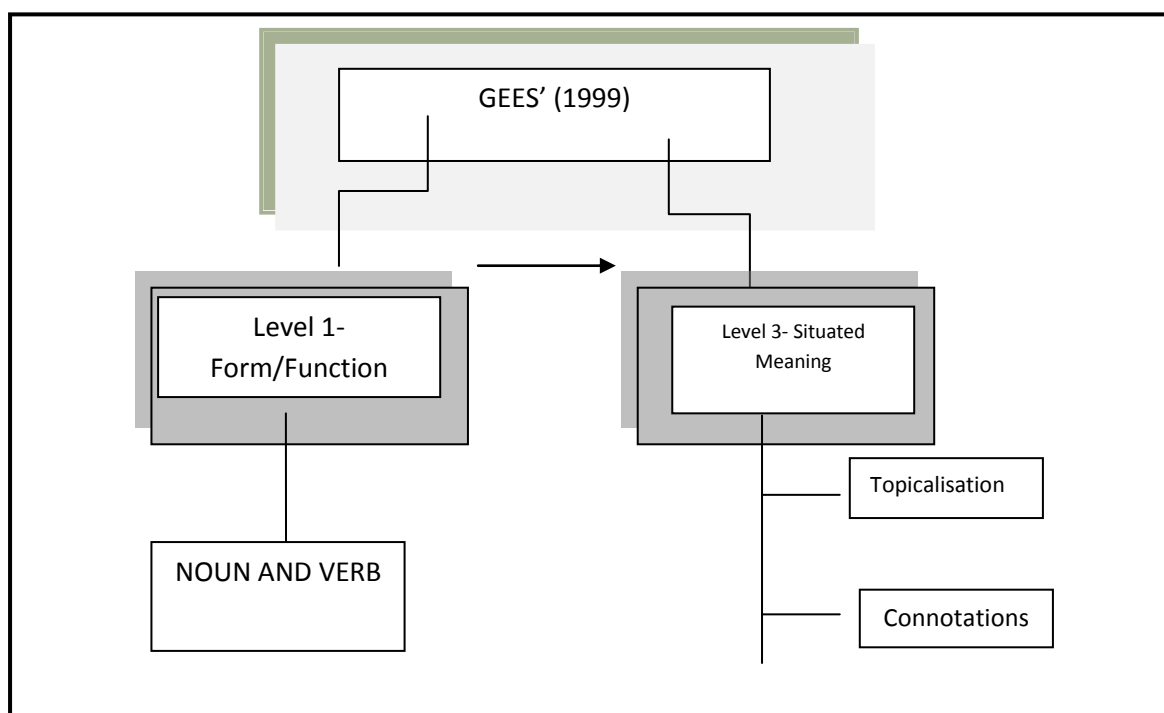
Figure two: Modifies Gees' (1999) model that will be used in this study

The above diagram is based on certain aspects of Gee's (1999) method of CDA, which have been modified and adopted specifically for the purposes of use in this study, as explained above.

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The chosen words that will be utilised, when analysing the textbooks, will be related to unemployment, and in order, are: *joblessness*, *redundancy*, *retrenchment, unemployed* and *idleness*; these words will help assess how the influences of power and dominance are portrayed within the text.

This study will first analyse the text in an uncritical manner, by looking at it as a whole, as Huckin (1997, p2) avers that this is the most efficient entry point to CDA. Then, the text will be analysed in the genre, by identifying the selected words, which are unemployment, joblessness, redundancy, retrenchment and idleness. Each page will be analysed in detail.

The next step will be to analyse the text using Gees' (1999, p63-65) level 1, *i.e.* the "form-function"*, in order to identify the role the selected words play in the text, and to see the intended meaning of the word in the sentence from a more critical perspective. In particular, Huckin's (1997) model of 'topicalisation', which is an analysis of the position of the words in the text, and 'connotations', identifying if words such as nouns, verbs and clauses appear in the text, will be used, with a focus toward how they appear and what they could possibly infer. This allows me to further analyse the text and see how the discourses of unemployment are entrenched in the sample of grade 10 Business Studies CAPS-compliant textbooks; moreover, to assess the likely extent to which people are being marginalised, if the theme of marginalisation evidences itself within the text.

From the above arguments made on Gee's (1999) method of CDA, it is clear that it was chosen for use in this study because the research questions posed in Chapter One were able to be answered appropriately.

3.5.2 Clarification of the model used, in particular, Level 1 (Form-function) and Level 3 (Situated meaning)

Level one (Form-function)

Within CDA, the main aim is to be "critical" (Rodgers, 2004a, p4) about the chosen text that is being analysed. It was important to see the association that exists between the "form" and "function" (Gee, 2004, p21-22) of the language, to be able to "describe, interpret and

explain" this relationship, and also, to see if there is any influence existent in terms of the concepts of power and domination.

According to Gee (1999), 'form' is seen as the grammar of what is being said; therefore, the goal here is to study the text to witness the relationship that exists between form and function, by looking in particular at the relevant nouns and verbs – which will be explained later on in this chapter; moreover, by binding nouns and verbs up with the function to see the patterns that are evident in the text. This clearly indicates that form is linked to function, which inadvertently means that words in a sentence are linked to "socially defined practices that carry more or less privilege and value in society" (Rodgers, 2004a, p4). This level of Gee's (1999) method of CDA (level one) helps identify the form and looks at the function that assists the creation of identities and meanings that go along with what is being said, in order to identify and explain the influences of power and domination existing within the text. It also indicates that the form of the language cannot exist autonomously or independently of the function of language, as the function assists in the identification of the intention of the speaker.

Gee (2004) and Rodgers (2004b) suggests that there is no clear dissimilarity between the structures, which is the 'form', and the use of the language, which is the 'function'. Hence, once the form (noun or verb) is identified, the function of these needs to be taken into account to see what influences these selected sentences have, by looking at social relationships which address the issues of "solidarity, status and power" (Gee, 2004, p21).

Steven (2004) looks at form and function as a 'systematic functional linguistic', which is a philosophy that links form and function to 'hard' and 'soft' structure – as hard structure replicates the form that deals with the linguistic systems such as the nouns and verbs, whilst soft structure deals with the function of language, which entails how "language both acts on and is constrained by this social structure" (Rodgers, 2004a, p 4-7).

Nouns and verbs:

According to Castor (2015, p67), the words 'noun' and 'verb' fit into grammar and punctuation within the English discipline, and make up two of the eight parts of speech. A noun signifies or represents a place, animal, person or thing, which according to Billig

(2008b, p8), is referred to as a 'naming word' or a state where units, belongings, as well as individuals, are correspondingly represented "linguistically as nouns". A verb, on the other hand, is referred to as a word that describes an action, state or manifestation that forms the main part of a sentence which initiates action in the sentence (Castor, 2015, p67). Billig (2008b, p8) asserts that a noun is seen as a "process" or action which is associated with the verb, such as "subjects or objects".

Through engagement with the different scholarly articles based on nouns and verbs in CDA, several scholars referred to the idea of 'nominalisation', *i.e.* that which encompasses the conversion of a verb into a noun; this is mentioned by scholars such as Fairclough (1992), Gee (1999), Rodgers (2004 a), Billig (2008a), and Parson (2016), who refer to nominalisation when analysing the nouns and verbs present in text. Fairclough (1992, p27) establishes that the concept nominalisation deals primarily with the "conversion of a clause into a noun", as stated above. Billig (2008b, p10) ascertains that nominalisation can be associated with "ideologically significant features of texts, such as the systematic mystification of agency; both allow the agent of a clause to be deleted [sic]", hence creating a hidden or held-back meaning. Gee (1999, p23) provides an example to demonstrate nominalisation: "verbs naming dynamic processes (*e.g.* grow and vary) are turned into nouns naming abstract things (*e.g.* growth and variation)".

When using nominalisation in analysing text it allows one to pick up the 'cleverly deleted' agent or the 'cleverly chosen' words, which inadvertently, are rearranged to play around with the initial meaning of the sentence, and to check where something was omitted or introduced in such a way as to change the meaning of the sentence. When referring to deleted agents, Parson (2016) states that the deletion of the agent could refer to any person, thing or entity that has been omitted. Therefore, according to Billig (2008b, p10), nominalisation is seen as a conversion of the noun to a rather active tense of the verb. Consequently, when analysing nouns and verbs, the question omitted would be: *who does the conversion of a verb into a noun, and why?* In this study, form-function was used, with particular attention accorded to nouns and verbs, to see if there is any influence they bear in the text. Nominalisation has also been adopted, to assess whether the agents' thoughts have been inserted in the text; however, the presence of the 'agent group' is not evident. To make meaning of the nouns and verbs, Gee's (1999) 'situated meaning' (level three) was used, which will be explained in the next paragraph.

<u>Level three (Situated meaning)</u>

The next aspect adopted from Gee's (1999, p63-65) method of CDA is level three, known as "situated meaning". In terms of situated meaning, Rodgers (2004a, p7) states that it gives one the chance to "describe, interpret and explain" the text one is exposed to, by allowing one to question "what are the situated meanings of some of the words and phrases that seem important to the situation?" – hence allowing for deeper, more critical thinking about which perspective or context the text may be influenced by.

Above, it is inferred that CDA is not primarily concerned with what is actually being said in the text, but rather, probes deeper to assess " what is left out"; in other words, CDA "not only see(s) what is present in the text, but (also), what is absent [emphasis added]" (Rodgers, 2004a, p7-8). Consequently, the task of a critical researcher is to discover and sift out all probable patterns between the text and the relationship it has with its context. This central point influences the context in which the text is situated, via the clever use of intelligently thought-out positioning of words in a sentence – with the aim of seeing the sentence construction, which looks at the grammar and position of words, to make sense of how text can be influenced.

According to Gee (2004, p40), 'situated meaning' is the meaning one assigns to a "word or phrase" given by an actual context, *e.g.* "Get the mop, the coffee spilled" *vs* "Get the broom the coffee spilled". The second sentence actually shows that the speaker could be from an informal settlement or an uneducated background, as he / she referred to a mop as a broom, which is not the appropriate term a person deriving from a formal and educated background would use. This shows that the phrasing of a sentence in the text could guide the reader's direction of thought. Hence, Gee (2004, p41) links situated meaning to "social practice", which looks at the language patterns of "grammatical devices associated with a given practice, activity or socially situated identity".

This link to social practices is highlighted by Gee (1999), as well as Chouliaraki and Fairclough (2010), as they treat social practice as implications that may be imposed on people through "status, solidarity, distribution of social goods and power" (Gee, 2004, p33-34). They further state that language is text, which almost always establishes a specific social practice that embodies some sort of influence, and causally, activates the thoughts of a reader. Young

(2004) summarises and ascertains that language or the use of language especially in the text, is fundamentally and inseparably political. This encourages the meaning of certain contexts.

Young (2004, p151) believes that words are written in such a way as to show and express the way a writer feels, which inadvertently creates a particular identity or thought that has a meaning from a "local, institutional and societal" perspective that is triggered from the cultural context, as the majority of the time, certain words or phrases are directed to certain groups of people. Different people reading the same text could ascertain different meanings due to the influence of their background as a whole (Fairclough, 2004; Rodgers, 2004a).

Huckin (1997, p2) asserts and emphasises that texts are not neutral, as there is "textual manipulation which has a power effect" on the reader; therefore, reading text in a critical manner and engaging with it on an on-going basis would lead to an identification of the "perspectives, angle, slant or point of view" (McGregor, 2003, p4; see also Huckin, 1997, p2) made by the writer to stimulate the readers' viewpoint or perception. This indicates that embedded deep within text are the motives of an external force making up the 'hidden curriculum'. Identification of the situated meaning within the text through the use of Huckin's (1997, p1) framing alludes to the categorisation of details which form a "coherent whole". The terms "topicalization" and "connotations", from Huckin's (1997, p3) model, were adopted to identify the situated meanings prevalent within the sampled texts. In this part of the chapter, detailed reasoning was provided of why and how Huckin's (1997) 'topicalisation' and 'connotations' were used in this study to make meaning of the text.

Topicalisation:

Huckin (2002, p8) states that when one is analysing sentences in the text, one should use specified analytical concepts to see "how the main action of a sentence is encoded" or highlighted to favour the "agent status". Here, the researcher uses "topicalization" as one of the analytical concepts to identify "who is doing what to whom?" (Huckin, 2002, p80).

Topicalisation, according to McGregor (2003, p11), draws on the work of Huckin (1997), who states that it is a technique of CDA which is based on framing the text in such a way where the topic sentence is ingeniously and resourcefully positioned to create a certain "perspective or slant", which influences the thought processes of the reader. Huckin (2002,

p8) further expands on the idea of topicalisation, by stating that it entails "the positioning of a sentence elements at the beginning of the sentence so as to give it prominence or foregrounding". Reza (2016) suggest that 'foregrounding' highlights topicalisation, in that it looks at how powerfully the writer accented the "formal setting, attire, tone of voice, photos, lexical choice *etc*." Wise and James (2012, p9) also look at foregrounding, as they link it to topicalisation, stating that it deals with the importance of a topic which is protected through a "form of sentence level, foregrounding". In other words, if the text is in bold, underlined, italics, within a box or shaded, then these words are considered as being topicalised; hence, this would reflect its position in the texts to ascertain if there is any notion of power and domination that exists within them.

Lunga (n.d, p114) reaffirms that "topicalization is a type of foregrounding at sentence level and not at a general level". Sentence level analysis, according to Miller (1997, p92), deals with identification of the "basic meaning", which permits the highlighting of "grammatical subjects" that allows topicalisation to take place, such that the position of words and images within the text may be seen; this is a "type of foregrounding at the sentence level". Hence, a topic sentence deals with "what the sentence is about? Often the topic of one sentence continues as the topic of the next, reinforcing its importance in the text" (Miller, 1997, p92-93).

'Topicalisation' as per Reza (2016), is a procedure involving sentence-level foregrounding. This alludes to the choice of "what to put in the topic position" and how this will impact or influence the reader's thought process on a particular topic (Miller, 1997, p92). In this study, topicalisation will be used to see how unemployment is represented from an economic perspective in four grade 10 Business Studies textbooks, by identifying the positioning of the text, images, enhancements of texts (*e.g.* bold, underlined, italics, within a box, in colour), in addition to each text's situated meaning, to see if any concepts of power or domination may exist deeper within those texts. This will be explained further in the sample discussion within the section to follow.

Connotations:

'Connotations' are the second analytical concept used to make meaning, and are situated in the text of each sentence. Huckin (2002, p7) refers to connotations as "the association and nuances of meanings that go beyond a word's dictionary definition".

'Connotation' is often seen by many scholars as a word or 'phrase level analysis' that grasps special code meanings or inferences (Huckin, 2002; Huckin, 1997; McGregor, 2003; Wise & James, 2012; Zohre & Reza, 2016). Connotations, according to Zohre and Reza (2016, p98), hold a variety of meanings only meant to be understood by a certain group of the general population. Huckin (2002, p7) demonstrates what 'connotations' denote by providing an example – he states that the term "family values, in today's political landscape for example is a code term for social conservatism". McGregor (2003a, p6) uses an example to show what is meant by connotations: "the use of the word 'protestor' instead of a 'demonstrator' conveys a message. A protestor is against something while a demonstrator is trying to make something evident. The media conveys a negative image of those advocating for peace when it paints them as protesting against the government and corporate establishment [emphasis added]".

Therefore, McGregor (2003a, p7) outlines that 'connotations' refer to even "one word in the sentence that can convey a strong meaning" to a particular group of people in a negative or positive way, which effectively aligns with the previous example mentioned. In terms of CDA, the researcher will only be concerned with the negative connotations elicited from the analysis of the words or phrases in the texts sampled.

Miller (1997) and Huckin (1997) look at connotation analysis, as this requires a more detailed level of reading to identify special meanings associated with certain terms and phrases used commonly within a certain context. By way of example provided by Miller (1997, p93), "the word grammar can be seen as (having) a negative connotation for most Americans, who (may have) had an unpleasant experience or memories of being drilled by a stern grammar teacher in school [emphasis added]". This indicates that connotations are generally employed by the writer to create or evoke certain feelings within the reader, so that essentially, they do not see the 'real' intended meaning.

Connotation and topicalisation help interpret the real-world context which, for some, would be 'gloomy and dark', and for others, 'bright and sunny' – as Wise and James (2012, p11) state that "words and meanings carry special meanings", which thus encapsulates the definition of connotations. In this part of the chapter, detailed reasoning was given of how Huckin's (1997) 'topicalisation' and 'connotations' aspects of the model were used, with which to identify the situated meaning within the texts sampled. This also guides and stimulates the thought processes behind the analysis chapter.

3.6 Sampling technique

The methodology for this study was convenience sampling of four grade 10 Business Studies textbooks that form part of the list of prescribed textbooks by the Department of Education in South Africa. According to Patton in 1990, as stated in an article by Polkinghorne (2005, p140), convenience sampling is a method used when one chooses an information-rich basis for the study, as it is of convenience and the sample is more reachable (Suen, Huang & Lee, 2014). Firstly, a specific choice was made regarding the study, which is grade 10, because the researcher engages with this grade on a daily basis and the textbooks were, consequently, readily accessible. This would therefore encourage professional enrichment. The four most commonly prescribed textbooks used in grade 10 at the school are also utilised by surrounding schools in the area, which was discovered in a cluster meeting. All these books are CAPS-compliant, which was also purposefully taken into consideration in terms of the decision to use them in this study – as there will also be an analysis and critique of the current newly-implemented syllabus prescribed for the teaching pedagogy. Therefore, this study will contribute to the body of knowledge developing around the relatively new CAPS curriculum.

Four grade 10 Business Studies textbooks were chosen for analysis. Communal content sections were analysed in detail across the four textbooks; however, each textbook was scrutinised from cover to cover to see where else the chosen words (*viz.* unemployment, redundancy, retrenchment, idleness and unemployed) feature. The four textbooks used were 'Clever Business Studies: grade 10', hereafter referred to as book C; 'Enjoy Business Studies: grade 10', hereafter referred to as book E; 'Focus Business Studies: grade 10', hereafter referred to as book F; and 'Platinum Business Studies: grade 10', hereafter referred to as book P. In other words, pseudonyms will be used when making reference to these books in the data presentation and discussion chapter. There is a wide variety of textbooks that are

published, which also forms part of the prescribed textbooks list by the Department of Education. For Business Studies grade 10, there are ten prescribed textbooks that support the new CAPS curriculum. Therefore, the sample of four textbooks was chosen on the basis of them being the most used textbooks in the cluster, meaning the surrounding schools situated near the researcher's school location.

The texts in the textbooks were divided into two fragments. This comprised visual and verbal fragments. Visual fragments took "the form of diagrams, pictures, graphs *etc.*" and verbal fragments took the form of "sentences" (Naidoo & Green, 2008, p240), which reflected the chosen words mentioned above. These two fragments form the discussion, which was the unit of analysis, and a qualitative methodology was used – implying that a particular meaning or interpretation of the two fragments was assigned.

Data extractions from textbooks were recorded on a separate page, which form part of the appendix of this book. The appendix will comprise only of the fragments that reflected the chosen words, for example, "headings and lead-in statements" or statements, pictures, graphs or diagrams making mention of the issue of unemployment.

3.7   Reflexivity and trustworthiness

The main concern of all studies, it may well be stated, is the issue of validity and reliability. For this study, however, the researcher moves away from the terms 'validity' and 'reliability', as reliance will be placed on the work of Rodgers (2004a), who interchangeably uses the terms 'reflexivity' and 'trustworthiness', instead of validity and reliability. This is solely because Rodgers (2004a) articulates that CDA deals more with reflexivity and trustworthiness, referring to reflexivity as a relationship between cause and effect. In this manner, 'reflexivity' refers to an indication that a person's thoughts and ideas tend to be inherently biased, where the values and thoughts of a person will invariably be represented in his / her work. Gee (1999, p[[insert page no.]]) elaborates on this point, by stating that with reflexivity, it is assumed that in the discursive or informal element, the researcher is part of the language practice he /she studies.

When dealing with the issue of validity, the main aim is to see if "our data, member check with participants and the theory", coincide; if they do, it is an "accurate or valid" reflection of

reality – a process referred to as "triangulation" (Rodgers, 2004b, p250-251). However, when referring to the aims of critical research or study, triangulation is problematic, as in CDA, "knowledge claims" made from the analysis of language "hinder empirical research that is aimed at establishing the truth" (Rodgers, 2004b, p250).

Reflexivity and trustworthiness are solely based on how the study integrates the suitable apparatuses that ensure the researcher and the reader of the quality of the research, which includes the method and its findings. One of the characteristics of qualitative-based research is the issue of trustworthiness. Therefore, this study takes much cognisance of reflexivity and trustworthiness to ensure the reader of the credibility and authenticity of this study. Trustworthiness, according to Vithal and Jansen (2006), is the quality of a piece of work that inspires reliability, which is deserving of trust.

Reflexivity therefore is used in this study, as it highlights that the person conducting the study or promoting the theory is included as "the subject matter she is trying to understand" (Rodgers, 2004b, p250). This is seen as an inward reflection of one's self as a subject, thereby promoting a meaningful and trustworthy analysis.

Creswell (2003) offers eight verification procedures which assist in overcoming the issues related to trustworthiness, which are frequently used in a qualitative research. It is also stated and highlighted that not all the procedures need to be used in one study; however, the more procedures used, the greater the level of trustworthiness increases. For the purpose of this study, three of the eight procedures were adopted. One of these procedures is peer review, *i.e.* the external check of the research process to make sure that the data presented are conforming to all levels of reflexivity and trustworthiness. The second procedure is member checking, and the third procedure, is one of the most critical techniques used when testing credibility and is of preference for use in qualitative studies, since it involves extracting data accurately and presenting it.

3.8   Ethical considerations

This study was about textbooks (Business Studies, grade 10) which are part of the public domain; the reasoning behind the choice of textbooks was that they are readily accessible and visible within the public domain, meaning that they are easily available to the public for the

purposes of cross-examining. Since this study did not require real people, reliability and validity were not parameters that were made use of seeing as triangulation was not required. This was due to the fact that there was no danger of exploitation or the potential for discrimination involved with anyone in the study. This furnished the reasoning behind the choice of reflexivity and trustworthiness as the preferred concepts to be drawn on in this research project, seeing as the study solely dealt with the analysis of text – as reflexivity has the intention to "build rigor in the research to questioning the authenticity of the researcher [sic]" (Rodgers, 2004a , p248-249).

CDA samples comprise textbooks, and the nature of this source information or data should not be fabricated or falsified (Cohen, Manion & Morrison, 2007).

According to Strydom and Delport (2010), issues of ethical consideration when dealing with textbooks or documents as a whole are minimal, as compared to studies that involve human participants or interactions with human beings – where there is a strong need for ethical consideration as those studies might directly or indirectly impose one's view. However, a valid and strong point ascertained by Cohen (2009) suffices, which is that one should not take for granted the ethical considerations when dealing with text – neither should they be overlooked, as copyright details need to be taken into account and dealt with in a sensitive manner, especially when copying images or paraphrased text, and also, in the 'renaming' of the textbooks used. This is so that the textbooks are not foregrounded in the sense that misguided information might then be presented on the author, rather than on the textbook itself, for instance. Also, it is worth taking into account the perspective of Wellington (2007), who point out that critiques made on the textbook could be so negative that ethical issues need to be taken into consideration.

In this study, concerns of reflexivity and trustworthiness were overcome as the chief words relating to unemployment were extracted from the sample and recorded in a Microsoft Excel spreadsheet. A composite spreadsheet was initially developed, indicating the four textbooks and the page numbers on which the chosen words appeared. Then, individual word documents were prepared for each sample textbook; these were in-detail, as they comprised the page numbers, as well as the exact sentences taken out from the textbooks bearing the chosen words. This ensured that the words extracted were thoroughly 'checked' in order that a more trustworthy result could be provided, since a composite extraction was first made

prior to an individual extraction of the relevant words. An audit was then performed. This audit comprised of supervision done on a continuous basis by the supervisor, a mini cohort session done on Monday, 19th October 2015 in the presence of other colleagues, who were four Honours students and two Masters students, in addition to the supervisor. This comprised a membership audit, where the spreadsheet and word documents had been presented and checked, which ensured the parameter of trustworthiness of the data obtained. To safeguard a more rigorous approach to the aspect of validity, data analysis was conducted where checking and rechecking were frequently executed on the part of the supervisor. The report and findings, therefore, were also checked by the supervisor.

3.9   Chapter summary

According to this methodology chapter, Gee's (1999) level one and level three of CDA was used; furthermore, Huckin's (1997) concepts of 'topicalisation' and 'connotations' were adopted to make meaning of the sentences. These models will serve to aid the next chapter, *i.e.* the data presentation chapter; the upcoming chapter will highlight what was found in the four Business Studies grade 10 textbooks chosen as the sample for this study.

CHAPTER FOUR

Data Presentation

4.1   Introduction

This chapter presents the data that emerged from the four Business Studies grade 10 textbooks sampled. In this chapter, the data have been presented thematically through the use of Gee's (1999, p63-65) method of CDA, *viz.* "form-function" (level 1) and "situated meaning" (level 3), the latter of which is further filtered through the use of Huckin's (1997, p3) models, which are "topicalisation" and "connotations".

4.2   Tools used to analyse the text

4.2.1   Topicalisation (Huckin, 1997, p3)

As highlighted in Chapter Three, "topicalisation", according to Huckin (1997, p3), refers to how the words in a sentence have been located. To identify the appearance of 'topicalisation' within the four textbooks, subheadings, as well as words appearing in bold text or within tables, or even in different colours – all of which might relate to the issue of unemployment, have been looked for.

4.2.2   Connotations (Huckin, 1997, p3)

"Connotations" is the second analytical concept used to aid and find meaning that may be embedded within the text of each sentence. Huckin (2002, p7) refers to 'connotations' as the "association and nuances of meanings that go beyond a word's dictionary definition". These may also be referred to as 'additional' or 'special' meanings that are embodied in the sentences of the relevant texts.
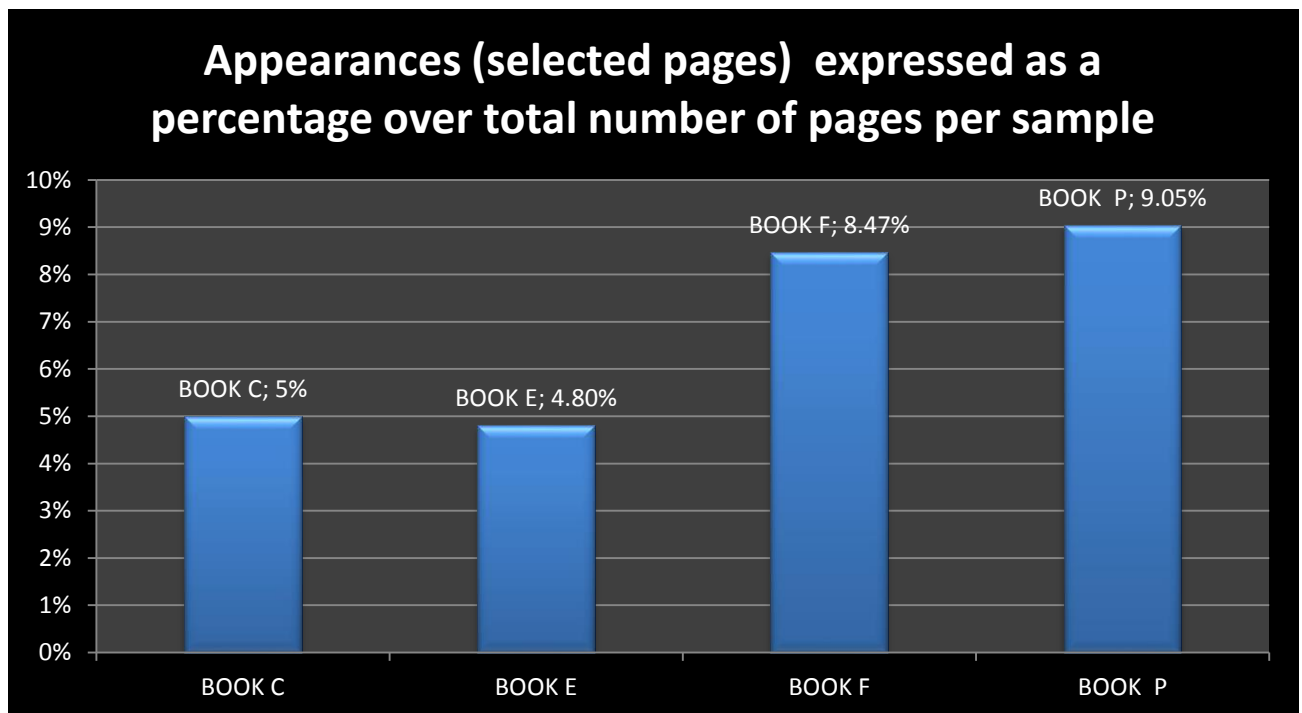
Figure three: Featured words on the pages in the textbooks expressed as a percentage over total number of pages

From Figure Three above it can be seen that a composite extraction of the chosen words from each textbook has been compiled. It was observed that the chosen words (*joblessness*, *redundancy*, *retrenchment*, *unemployed* and *idleness*) appeared in the books as follows: book C – on 12 pages out of a total of 233 pages (5%); book E – on 10 pages out of 209 pages (4.8%); book F – on 21 pages out of 248 pages (8.47 %), and in book P – on 25 pages out of a total of 276 pages (9.05 %). Figure three expresses the pages as a percentage, which indicates that the issue of unemployment has been featured in all four textbooks, albeit, ranging only between 4.8% and 9.05% across these textbooks. The difference in the rate of appearance is important to this research project, as it provides a motivation as to why the study is being conducted. Knowing that the issue of unemployment only featured between the range 4.8% to 9.05% raises an impression of its representation amongst the texts, which effectively allows for a more in-depth look at the books' content related to unemployment as the chapter progresses.

4.3 Themes emerged from sample textbooks and categorised according to the tools used

4.3.1 Theme one: social – unemployment and its hidden agenda

4.3.1.1 Representation of unemployment as people – "those people" or "people"

Topicalisation

Under 'theme one', the words "those people" or "people" were not topicalised in the four sample textbooks (within the books, they occur as follows: Book P: p54, p106 & p269; Book F: p43, p88, p126 & p244; Book C: p65 & p85; Book E: p78 & p79). By not highlighting these words in comparison to that of the chosen words (*joblessness*, *redundancy*, *idleness*, *retrenchment* and *unemployed*), it may appear that the social status of unemployed people is being minimised. The lack of topicalisation of these words may well have been on account of the authors resourcefully playing down the position of an unemployed person (Huckin, 2002, p[[insert pg.no]]). Referring to an unemployed person with the words "people" or "those people" may actually favour the "agent status" (Huckin, 2002, p8) and disfavour the "subordinating group". People who are unemployed here may not be seen as being important, and therefore, are not topicalised.

Connotations

In each sample textbook, unemployment was referred to through the use of the words "those people" (noun) or "people" (noun):-

Extract 1: BOOK P

(p54 & p269):
*"**unemployment** – the situation of those people who are willing and able to work, but who don't have a job."*

(p106):

> "What is unemployment? The official definition of unemployment is those people, within the economically active population (15-64 years old)…"

Extract 2: BOOK F

> (p43):
>
> "1.3. Approximately how many unemployed people are there in South Africa?"
>
> (p88 & p244):
>
> "**Unemployment** – the state of job-seeking people in the economically active population who are unable to find work despite being willing and able to work."
>
> (p126):
>
> "The unemployed are those people in the economically active population between 15-65 years old who are not able to find work despite seeking work and being willing and able to work."

Extract 3: BOOK C

> (p85):
>
> "Unemployment reduces consumption in an economy. Unemployed people do not have enough money to pay for their basic needs."

Extract 4: BOOK E

> (p88):
>
> "The working age population consists of everyone aged 15 to 64 years. These people can be employed, unemployed or not economically active."
>
> "The narrow or 'official' definition of an unemployed person is someone who is completely without work…"
>
> (p89):
>
> "A study in 2006 by the Development Policy Research Unit at UCT found that 71% of unemployed

people (based on the broad definition of unemployment) did not have a matric qualification, 26% had a matric and only 3% had a tertiary qualification…."

The words "those people" or "people" are signified as nouns. The issue in the use of nouns present in the above extracts is nominalisation. Each book sampled here "rectifies" (Billig, 2008, p4) and creates a perspective about the reader as it "systematically omitted the agent group" (Billig, 2008, p6). By using ""people or "those people", the books signify unemployment as affecting someone else who may be construed as being separate from society; therefore, "those people" was grouped and became classified as naming words. In using the words "those people" or "people", the textbooks are objectifying and creating the perspective that they are "nominalizing" (Billig, 2008, p4) the agent groups; and are also creating abstract meaning with the use of the word "those" when referring to society – in other words, if you are unemployed then you are effectively a 'separate' entity from society. This could be interpreted as: 'you are the enemy that is outside of us and you do not serve the process, which is in the interest of the economy, because you cannot contribute to economic growth' and 'therefore, you are now seen as the other'.

This may prompt the reader to consider that "those people" who are unemployed are separate from society, thereby suggesting that the issue of unemployment is not an issue which will affect the reader, since he / she is part of society. The severity of this issue has been lost in transit (Collado & Atxurra, 2006) due to the structure of the text. The example in Extract 1: Book P (p54 & p269) above, "unemployment – the situation…" is efficaciously saying that people in the unemployment category are not being prioritized, as it is the process and the phenomenon that is being highlighted (Breeze, 2011, p495).

4.3.1.2 Unemployment – the choice

The definition of unemployment revealed a hidden agenda by virtue of the way in which it was presented across all four sample textbooks.

Extract 5: BOOK E

> (p78):
>
> *The official or narrow unemployment rate in South Africa was 25% in 2010 (slightly lower than in the early 2000s), meaning that one in four people in the labour force did not want to work. However, this definition of unemployment does not take discouraged work seekers into account – it does not consider them to be part of the labour force. The broad unemployment rate in South Africa in 2010, taking discouraged work seekers into account, was 36%. This means that more than one in three people in the labour force did not have work. Even more worrying, the narrow unemployment rate among young people (15 to 24 years, not including those still studying) was 51% – one in two people.*
>
> *"economically active"*
>
> *"unemployed person"*

Topicalisation

"Economically active" and *"unemployed person"* (Book E, p78) have been topicalised using bold font, whilst the words *"discouraged work seekers"* have not been. When discussing *"discouraged work seekers"* the book presented these words in an unassuming manner. This could give an indication to the reader that this term is not important – therefore it is not highlighted in bold font. The intention to render *"economically active"* in bold text was to highlight to the reader the notion that "economically active" people are important because they are actively contributing to the system (*i.e.* the economy). *"Unemployed person"* is also depicted in bold font to project to the reader that this person is important as they are not contributing to the system; however, the textbook cleverly reduces the boldness on an associated term like *"discouraged work seekers"* – a term which gives an indication as to why people are unemployed, and thus directs readers' attention to the seriousness of the issue of unemployment.

<u>Connotations</u>

The extract above defines unemployment through the scope of both a narrow and broad definition. On account of this, we may observe that there is a discrepancy between the narrow and broad definitions as the figures differ – *"narrow…25%"* and *"broad…36%"* (Book E, p78). In doing this, the textbook does not reveal workers "who are discouraged "or "discouraged work seekers". The intention here possibly was to direct and persuade readers' attention to the narrow definition, which could be a more believable 'realistic' percentage as opposed to that of the broad definition. This, according to Sawyer and Spencer (2010), could be a way of minimising the actual seriousness of this issue. This is also proven by Gali (2010), who concluded the same on an analysis of the monetary policy.

Extract 6: BOOK C

(p47):

"The unemployment rate in South Africa has increased steadily in recent years. These figures are very high and reflect the low standard of living for most of the people in this country."

<u>Connotations</u>

In the above extract there are no figures presented when quoting the unemployment rate, which knowingly or unknowingly omits factual data for the unemployment rate in South Africa. In the same paragraph, the author states that "these figures are high". This has been ineffectively represented (Wong *et al*., 2001), which reduces the significance of this issue (Morris *et al.*, 2001) and is misleading to the reader, since there is no mention of what the unemployment rate actually is in statistical terms. The lack of provision of the unemployment rate results in a tacit meaning that could be ascribed to the extract above. The connotative message inherent here is that by grouping all the people in the country together, it is suggested that all citizens in the country have a "low standard of living".

Extract 7: BOOK C

(p47):

"After 2000, the highest unemployment rate recorded was in March 2003 at 31.20% and the lowest in September 2007 at 23%."

Connotations

The figures above are potentially misleading. There is no certainty in terms of how the unemployment rate has been rendered. By doing this, unemployment may be seen as being an issue that is not severe (Gali, 2010, p2). This creates confusion, which is misleading to learners as they are now not sure which figure to use and why this textbook is presenting these two figures when highlighting the unemployment rate. This, to an extent, is giving a possible indication that the issue of unemployment is being superficially dealt with here (Nehring, 2014). The manner in which these two figures have been presented intentionally or unintentionally avoids giving the reader a degree of certainty about the unemployment rate.

Extract 8: BOOK P

(p130):   [['Book P' deleted as it is redundant]]
"We have an official unemployment rate around 25%."

Connotations

When looking at this statement the tone of speech used here is cast in an authoritative manner. The term "*official*" appears as if these statistics were received from the people who are preparing the statistics. Therefore, this piece of information becomes 'authentic', as if obtained from a reliable source. The use of "*around 25%*" demonstrates that the authors do not have exact figures. Inadvertently, this may be a possible way of minimising the issue of unemployment, as the exact figures could be left entirely to the reader's own discretion. The veracity of these figures is questionable as the statement is tainted with an authoritative tone. However, when seen in comparison to the other sampled textbooks, there is a sense of

discrepancy emerging amongst the figures – revealing a hidden factor involved in the textbooks with respect to the way in which unemployment is defined.

4.3.1.3 Unemployment is rising

Topicalisation

In Book C (p86) there is an image labelled *"the unemployment line gets longer each year"* (see Annexure A). The image has been topicalised to highlight that the unemployment rate is rising. Nevertheless, it is not stated as to why the unemployment line is getting longer yearly. With this in mind, it can be seen that important information had been hidden or omitted (Kearl, 2014; Pinto, 2007), as there is no illustration or explanation provided in the image showing why the unemployment line is getting longer. The picture possibly indicates that people have been standing in this queue for a long time – a queue which, according to the body language inferred through the visual, is not moving. The way the image is displayed suggests that the reader already knows what unemployment means and the struggles an unemployed person faces. This finding highlights the conclusion that textbooks are developed by "partisan regulators" (Kearl, 2014, p64), who are controlling the content being published in these textbooks.

Book P (p94) states that with *"increasing unemployment in South Africa, many people are using their entrepreneurial skills to generate some income in the informal sector"*. This snippet is drawing attention to the interests of the system, and is centralising the idea that if one is unemployed then one needs to use one's *"entrepreneurial skills to generate some income in the informal sector"* (Book P, p94). Wang and Phillion (2010, p567) concur with this idea, in their assertion that textbooks are developed for the purpose of "nationalistic propaganda". Rodrik, as cited by Kotz and McDonough (2008), believes that people should maximise their personal capacity to uplift themselves in society, and 'find their place' within the existing social or economic structures of society. This is possibly showing the importance or eminence of the system, as opposed to the people. The impression that is relayed to the reader here is to keep the system 'running', and to minimise the severity of the issue of unemployment by posing possible solutions to it. The reader, however, may not be aware of the factors of production needed in order to become an entrepreneur.

Book F (p91) proffers, *"Riots can also result in increased unemployment; shopkeepers are forced to shut down or move to safety"*. Riots in this textbook are being linked to an increase in the level of unemployment. There is no reason given as to why there are riots, yet here, a voice is created inferring that unemployment is producing chaos within the economic system, as employed people (*"shopkeepers"*) are being adversely impacted since they are *"forced to shut down or move to safety"*. This could be interpreted to mean that the economy is suffering from a state of stagnation on account of the analogy described here. Upon deeper analysis, when looking at this example at a more social level, an insinuation is made that South Africa is home to violent people, who are endangering other citizens' lives in the country. This statement hence seems to categorise everyone living in this country as being violent, vicious and intense by nature.

Connotations

Within the theme of a 'hidden agenda' emerging, Book C (p85), Book E (p76), Book F (p91) and Book P (p94), in diverse ways, allude to the notion that unemployment levels are rising. Starting with the unemployment rates provided in each textbook, which were quoted in the previous subsections, these figures intentionally or unintentionally try to show the reader that unemployment is a relevant issue that is on the rise in South Africa in terms of severity. Upon further consideration of the rates and years given, this was not the case in Book P, as it made no mention of which specific year the unemployment rate quoted belonged to. The exact year might have been "conspicuously absent" (Gali, 2010, p2) to minimise the severity of this socio-economic issue.

Extract 9: BOOK E

(p76):
"poverty and inequality"

(p79):
"High levels of unemployment are linked to low levels of education, which lead to low levels of skill and productivity in the labour force."

(p79):

> *"Poverty also makes it more difficult…"*

The issue of poverty is 'personified' due to its expurgated nature (Ferguson, 2009, p14), as evidenced in the extract above. Here, it is seen as the 'enemy', since unemployment in this book is linked to poverty – moreover, the text has been structured in such a way as to resemble a 'person': *"poverty also makes it more difficult…"* This carries a hidden meaning (Kearl, 2014; Pinto, 2007) that people are unemployed because of poverty. The implication dispensed to the reader is that unemployment is dependent on the context in which one is living.

Book C (p85) also associates poverty with unemployment. This is connotative in nature, as it is giving the reader an impression that unemployment stems from poverty. Further, it concurs with the sentiments of Collado and Atxurra (2006), who in their study, discovered that unemployment was portrayed more descriptively rather than meaningfully. The grouping together of unemployment with poverty thus superficially deals with the issue of unemployment (Collado & Atxurra, 2006; Nehring, 2014; Pinto, 2007).

4.3.2 Theme two: generational barriers to entry

4.3.2.1 Under-evaluation of employment

<u>Connotations</u>

Book E (p78) brings to readers' attention the idea that unemployment can be defined using both a *"broad and narrow definition"*. In doing this, the author may have intended to omit the significance of unemployment altogether, when defining it by means of both a narrow and broad definition. This results in the reader not knowing which figures to rely on, in so far as the correct unemployment rate in South Africa is concerned. Hence, the issue has been inadequately addressed (Johansson, 2004, p16).

Book C (p85), Book F (p88) and Book P (p106) define unemployment through the utilisation of narrow definitions. This intentionally or unintentionally leaves out the broad definition, which shows that the textbooks are only including individuals who are actively seeking a job

(Davies, 2010; Rathbone, 2012; Verick, 2011), and not people who are discouraged yet able to work but not looking for a job (Ashipala, 2010; Kingdon & Knight, 2001). This restricts and effectively directs readers' thoughts to one way of defining unemployment.

Book E is the only textbook out of the four textbooks in question that speaks about the type of unemployment that exists within the frame of reference of the South African economy.

Extract 10: BOOK E

> (p79):
> *"structural unemployment"*
>
> *"Mismatch between the skills needed in the economy and the skills available in the labour force."*

The above extract makes mention of only *"structural unemployment"*. There is no mention of any other type of unemployment. This gives the impression that the textbook could have purposefully highlighted structural unemployment to depict that unemployment is caused due to a *"mismatch between the skills needed in the economy and the skills available in the labour force".* Other types of unemployment that do exist are omitted, which could leave the reader with the impression that the "mismatch" of skills in the labour force causes unemployment. Characteristics of indoctrination (Pinto, 2007) are evident, since the mentioning of structural unemployment only strengthens Pinto's (2007) argument that publishers hold enormous power as they interpret the curriculum in the way that best suits their own interests (Schmidt, 2011).

4.3.3 Theme three: economic – superficial and inadequate representation of unemployment

4.3.3.1 Unemployment and an unproductive labour force

<u>Topicalisation</u>

Extract 11: ALL FOUR BOOKS

Book C (p285) and Book F (p88):
"Unemployment and unproductive labour force."

Book E (p78):
"Unemployment, lack of skills and productivity."

Book P (p118):
"HIV/AIDS, unemployment, low productivity, poverty and inequality."

All extracts mentioned above have been topicalised as each makes up a subheading to a larger extract. These subheadings link *"unproductive labour force"* in some way to *"unemployment"*. In linking the above concept to unemployment, readers may be led to believe that being *"unproductive"*, having *"lack of skills and productivity"* or *"low productivity"* leads to unemployment. This possibly creates the impression for readers that one is employed first and then one becomes unproductive, and finally, that one becomes unemployed, which contributes to unemployment in South Africa.

<u>Connotations</u>

4.3.3.2 Economic environment, growth rate and socio-economic issues

Book P (p1, p103, p104, p106, p108, p109, p118, and p124) states: *"HIV/AIDS, unemployment…"* Authors in the textbook are knowingly or unknowingly trying to assert and, moreover, foreground that *"HIV/AIDS"* is a more severe issue within South Africa

compared to unemployment. By mentioning *"HIV/AIDS"* first, connotative messages are built in the reader's mind of illness, death, undernourishment, and then retrenchment and idleness. To sum up, the choice of word order here invokes subordinating messages (Morris *et al.*; Schmidt, 2011).

4.4   Chapter summary

This chapter presented the data found in the four Business Studies textbooks sampled, while demarcating themes that emerged from these textbooks. Furthermore, this chapter classified and presented the themes according to the situated meaning embedded in them, which were divided into Huckin's (1997) categories of connotations and topicalisation. The emergent themes that have been delineated here will aid the next chapter; Chapter Five provides a critical and in-depth discussion of the same.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1   Introduction

In Chapter Four the data obtained from the four Business Studies textbooks sampled, referred to in this study as Books C, E, F and P, was presented through the use of Gee's (1999) model, drawing specifically on level one: 'form-function', level three: 'situated meaning' and Huckin's (1997) concepts of topicalisation and connotations, in order to reveal the situated meanings inherent to the text. This chapter provides an in-depth discussion of the themes that emerged from the data presented.

In this chapter, a thorough discussion of the findings will transpire. This chapter will answer the research questions laid out in Chapter One, through the themes that were highlighted in Chapter Four. The following research questions govern the study:

- How is unemployment embedded in grade 10 Business Studies textbooks?
- Why is unemployment presented in the selected manner in which it appears?

5.2   Summary of data

Theme one: Social – Unemployment and its hidden agenda

5.2.1.1 Representation of unemployment as people - " those people"

5.2.1.2 Unemployment - the choice (state of job-seeking people: the situation)

5.2.1.3 Unemployment is rising - superficial

Theme two: Generational barriers to entry

5.3.2.1 Under-evaluation of unemployment

Theme three: Economic - superficial and inadequate representation of unemployment

5.3.3.1 Unemployment and an unproductive labour force

5.3.3.2 Economic environment, growth rate and socio-economic issues

Figure Four: Emergent themes

The themes and their repercussions or insinuations

5.2.1   Theme one

5.2.1.1 Representation of unemployment as people – "those people"

The use of the words *"those people"* or "people" (Book P, p54, p106 & p269; Book F, p43, p88, p126 & p244; Book C, p65 & p85; Book E, p78 & p79) revealed a stereotyped connotative message associated with them. The scholar Schmidt (2011, p2) claims that "textbooks indirectly carry subordinating messages that suppress millions and millions of people including children". The authors of the four sampled textbooks were able to create subordinating thoughts linked to the words "those people" (Books C, E, F and P), as seen

together in association with the use of the word "unemployed". This may encourage readers to see "those people" as separate from society – essentially, as the 'enemy'.

The angle in which the word "those people" is presented in the four sampled textbooks seemed to infer that the publishers may have sought to create feelings of detachment and alienation of "those people" from the readers. This implied the establishment of a perception that these are people who belong to a different ethnic group from the readers, or who may be seen as being fictitious characters, like cartoon characters – that you would never see or meet again (Leavitt, Covarrubias, Perez & Fryberg, 2015; Lu, 2009). The findings from the text suggest that there is a sense of alienation that is being created with regard to the unemployed, which creates social formations with predisposed views of knowledge, culture and values that deepen the severity of the issue of unemployment (Schiro, 2008).

By claiming that unemployment affects *"those people"* (Books C, E, F and P) or *"people"* in general, an apparent "connotative" (Huckin, 1997, p3) nuance is raised, which takes the primary meaning of unemployment and registers its voice as "people" – in particular, "those people". Consequently, the researcher is compelled to ask what exactly these chosen words might mean if they have effectively lost their initial meaning? The radical challenge here is to rethink the role of "people" as the enemy or something to be avoided, giving the sense that the system would work well were it not for the "people" that represent the problem (Ferguson, 2009). Clearly, this indicates that it is not a truly objective way of presenting information.

5.2.1.2   Unemployment – the choice

In South Africa there are two definitions of unemployment, *i.e.* a 'narrow' and a 'broad' definition (Eita & Ashipala, 2010); the narrow definition is effectively valid up until the day the statistics or census is taken, generally in October (StatsSA, 2016). Rathbone (2012, p229) affirms that 'narrow unemployment' refers to a person who is unemployed within an environment which is "economically active", yet wants to find employment though cannot due to the shortage of jobs within the working environment. Kingdon and Knight (2001, p3) state that a 'broad definition' of unemployment "includes both searching and non-searching unemployed [sic]." This is an explanation which clearly distinguishes itself from that of narrow unemployment.

Textbooks C, E and F have provided definitions for the term unemployment (Huckin, 1997, p3); however, the defining of the concept was embodied in a connotative manner in each case. Mkuchu (2004), as well as Naidoo and Muthukrishna (2014), concur that textbooks do carry hidden meanings or 'tacit' meanings within them.

Book E (p78) defines unemployment as follows:

The official or narrow unemployment rate in South Africa was 25% in 2010 (slightly lower than in the early 2000s), meaning that one in four people in the labour force did not go to work. However, this definition of unemployment does not take discouraged work seekers into account – it does not consider them to be part of the labour force. The broad unemployment rate in South Africa in 2010, taking discouraged work seekers into account, was 36%. This means that more than one in three people in the labour force did not have work. Even more worrying, the narrow unemployment rate among young people (15 to 24 years, not including those still studying) was 51% – one in two people.

Textbook E (p78) "does not take discouraged work seekers into account"; it has not considered "them to be part of the labour force". Here, the roles of people have been diminished as being part and parcel of an economically active population, as the textbook's authors are essentially referring to these people as being powerless and voiceless (Gauntlett, 2005; Hayek, 1945). The system, however, is being highlighted and is seen as prominent in status, which in effect, is exerting authority over unemployed people. The construction of knowledge in this manner categorically excludes people who are unemployed (Heslin, Bell & Fletcher, 2014, p840), as may be seen in the narrow definition mentioned above that excluded "discouraged workers" (Book E, p78).

This study advocates that the influence of economic agendas that are at play – which are systems that are put into place, that include statistical measures. Hidden within the text the researcher can see that the voice emerging therein has an authoritative tone that seems to foreground the system over the people (Heslin *et al*. 2012). The use of the words "discouraged workers" (Book E, p78) may well be interpreted as those not being 'important' within the economic system itself. Upon thorough analysis, the authors of textbook E appeared unable to show how they decided that these "unemployed people" are "discouraged

workers". Therefore, a conclusion may be drawn that this information had been omitted in order to allow the readers to arrive at their own conclusions.

The broad definition may be construed as representing the 'true' unemployment rate, since it includes "people without a job, who are available to work even if they are not actively looking for employment" (Eita & Ashipala, 2010, p32). Book E mentions both definitions in percentile terms, *i.e.* the narrow definition as "25%", and the broad definition as "36%". By using both the narrow and broad definition, confusion is created for the reader as he / she is not given enough information to make substantial decisions based on how the unemployment status in South Africa has been reflected. In other words, textbook E is trying to touch on both the narrow and broad definitions without providing reasons for these definitions. This evokes a confusing image of unemployment in South Africa for readers, as it omits "discouraged work seekers" without mentioning why.

Book C (p47) only supplies the broad unemployment rate, which is "31.20%", and no mention of a narrow definition has been made. An authoritative tone is evident, as this textbook is not even making the reader aware of the two 'official' ways in which unemployment may be defined. This hence suppresses the relevance of a narrow definition, since the reader is effectively encouraged to believe that only one definition exists.

Book F (p162) states: "the unemployment rate, as high as it is….", indicating that the actual unemployment rate had been omitted. Moreover, the manner in which the textbook made mention of the rate, by using the words "high as it is", gives the reader an impression that unemployment is there, that it is high, and that this scenario should not be questioned – it appears as though this statement was made using an authoritative tone, emphasising the pre-eminence of the system. Book P (p130) states the "official unemployment rate of around 25 percent". This statement is contradictory in nature as the word "official" projects that it is the true or correct unemployment rate which has been given by a body of authority; however, the word "around" suggests that the authors are not sure, and that the rate is an estimated amount which could be higher or lower – thus rendering these statistics unreliable. The discrepancies amongst the four sampled textbooks definitely raise an indication that these texts exhibit differences in reporting information – even that which may be statistical in nature. Evidently, the differences in reporting the unemployment rate are still not in accordance with the current figure provided by StatsSA (2017, p1), *i.e.* "27.7%".

In summary, there are two percentages provided for the reader in book E that cast light on the narrow and the broad definitions of unemployment in statistical terms, whilst the other textbooks (books C, F and P), however, do not make mention of both the narrow and broad definitions. Collectively, the textbooks projected the narrow definition as being a very low figure and, if mentioned, the broad definition was depicted as being a relatively higher figure. The display of differing unemployment rates shows that these textbooks are not aligned as regards their reporting of information in the same way (Ngubeni, 2009). This on its own creates confusion for the reader, because he / she now have to contend with a choice to select either the narrow or broad definition with which to frame a definition of unemployment.

The headings embodied within the sample textbooks, define unemployment for the reader, and in some instances, refer directly to the unemployment rate in South Africa; nonetheless, they fail to delve deeper into or address the issue of unemployment, which could have actually made better sense for readers. Book F, on the contrary, looks at the causes of unemployment – however, fails to make mention of solutions for resolving this issue. Book P is the only textbook that mentioned possible solutions for, as well as causes of unemployment. Nevertheless, the depth of these explanations could be questioned, as the book vaguely or in a very superficial manner dealt with the causes and solutions with respect to addressing unemployment – seeing as these headings were not in bold in comparison to the rest. The sole reason for this could be that the authors did not want readers to see these as altogether 'important' aspects of the issue of unemployment. This is observed since the text had not been depicted in bold font; therefore, the authors de-emphasized the significance of the issue of unemployment by not having utilised the bold format. Furthermore, this coincides with Huckin's findings (2002, p10) that publishers have the "ability to cast a story in a certain light in one of the most powerful weapons" at their disposal.

5.2.1.3   Unemployment is rising

Within this theme of a hidden agenda, the researcher found that all four sampled textbooks (Book C, p85; Book E, p76; Book F, p91 and Book P, p94), in diverse ways, alluded to the fact that unemployment is rising.

The above extract is true, as according to Trading Economics (2017, p1) and a media release by StatsSA (2017, p1), the year 2017 had opened with an increased unemployment rate of "27.7%", which shows an increase from "26.5% in the previous year". In other words, this means that "433000" more 'job-seekers" (StatsSA, 2017, p1) are looking for work. This increase establishes a fairly high unemployment rate; yet, the four sampled textbooks have provided different unemployment rates with their reporting of different years. These reported rates diminish the severity of the issue of unemployment as the books reported according to different years' statistics, rather than having reflected the most current figures available – making the information non-reliable for readers.

Book C (p85) later reiterates that "the unemployment rate in South Africa has steadily increased over the past years". The word "steadily" (Book C, p47 and p85) creates the impression that unemployment is being monitored by an extrinsic entity, *i.e.* by someone from the outside, or perhaps by organisations from another country – or that economists are

providing their opinions on unemployment. This shows the reader that unemployment is evident in South Africa in a very indirect tone; in what is effectively a more unspoken manner, the voice coming forth here is inferring that the levels of unemployment cannot be changed. Therefore, the connotative message emerging shows that the roles and struggles that people face in terms of unemployment are being diminished – to such an extent that the tone coming through in the statement assumes that readers know about the severity of unemployment, and moreover, should bear in mind that it is 'here to stay'.

5.2.2   Theme two

5.2.2.1   The under-evaluation of unemployment

The issue of unemployment had been undervalued in how it came to be defined conceptually within each textbook. The researcher, here, builds on from theme one. The different definitions of unemployment in each textbook reduce the prominence of the issue of unemployment, as each book defines the issue from its own perspective, *i.e.* either a narrow or broad definition. The differences in defining unemployment create confusion for the reader, due to the fact that differing definitions effectively undermine the significance of the issue of unemployment.

Book E (p78) states that "South Africa has exceptionally high levels of unemployment and in order to discuss unemployment you need to be familiar with the concepts". This authoritatively 'labels' unemployment by stating that "in order to discuss", "you need to be familiar with the concepts" – thereby conveying to readers that if they do not know of or have prior knowledge about these concepts, they would not be able to understand or discuss the issue of unemployment. This connotatively indicates that the words in this textbook will make sense based on what the reader understands about the issue of unemployment. Wise and James (2012) maintain that connotations are generally employed by the writer to create or evoke certain feelings within the reader, in order that they do not perceive the real intended meaning.

The term "exceptionally high" creates a sense that there is a benchmark for the issue of unemployment and South Africa. Essentially, the silence in the severity of this issue is benchmarked, and the issue of unemployment, underrated as a result.

Book E (p79) further elaborates on unemployment through the mentioning of "structural unemployment", which, according to this textbook, "means there is a mismatch between the skills needed in the economy and the skills available in the labour force". This explanation of structural unemployment is in actual fact 'frictional unemployment', as it concurs with the explanation proffered by Michaillat (2012) for frictional unemployment. This clearly confuses the reader (Breeze, 2011); hence, providing an incorrect definition results in improper information that misleads readers – stimulating their thinking to ascertain the incorrect or improper meaning of the term 'structural unemployment'.

Book P, on the other hand, speaks about structural unemployment, although does not make any direct mention of the term (Daly *et al*., 2012). Nevertheless, in this textbook the authors refer to structural unemployment in mentioning that unemployment is caused through technological changes that take place in the economy as "machines have taken over many of the jobs that used to be done by people" (Chanderdeo, Pilane, Pinnock, Strydom and Viljoen, 2011, p70). Therefore, the cause of unemployment has been demarcated here, which in this case, is an allusion to technological advancements that are replacing people and exacerbating unemployment – this falls under the definition of structural unemployment and, most importantly, the textbook failed to highlight it to the reader.

5.2.3 Theme three

5.2.3.1 Unemployment and an unproductive labour force

Books C (p83), E (p76), F (p88) and P (p106) are linking unemployment to an unproductive labour force. This divides readers' thoughts over the notion that both these issues share one spotlight, which establishes that both these issues need to be treated in a similar way, or bear the same amount of severity. It was also established that one of the salient features of unemployment being mentioned first, and then linked to an issue like an unproductive labour force, is that it creates an impression that the issue of unemployment cannot stand alone as it would have to be linked (in this case) to an unproductive labour force. This implies that being unproductive in the working environment is a cause for unemployment; therefore, both issues are seen together in the same topic line. Also, mentioning unemployment alongside an

unproductive labour force establishes or insinuates that these issues are linked to businesses only and is a problem inherent to businesses only.

From the argument above, the researcher is now stating that unemployment and the idea of an unproductive labour force have been topicalised. "Unemployment…. Labour force", being reflected in bold text within all sampled books, attracts readers' attention to the fact that unemployment is being indirectly linked to an unproductive labour force. This denotes an economic perspective, due to the fact that the authors are juxtaposing unemployment alongside the labour force. This clearly indicates that the authors' intention was to minimize and de-emphasize the issue of unemployment; from this critical perspective the researcher, at this point, asks very pertinent questions.

5.2.3.2   Economic environment, growth rate and socio-economic issues

Nattrass (2003, p1) highlights that unemployment and the HIV/AIDS pandemic are the two major economic and social challenges facing South Africa. Frankel (2017) mentions that HIV/AIDS is a severe issue which is also a life-threatening one amongst our modern society; however, it does not share any direct link to unemployment (Krisanty, Haeriyanto & Lusiani, 2017,). There is a stigma attached to unemployment within South Africa, *i.e.* that people suffering with HIV/AIDS are most likely to be unemployed. According to Bhatia, Flowerdew and Rodney (2015), this is not the case – these authors state that HIV/AIDS may trigger depression and demoralise a person, however, is not linked to unemployment. Therefore, from the previous paragraph, we can see that textbook P either wittingly or unwittingly creates a relationship between HIV/AIDS and unemployment.

Yet, unemployment in the four sampled textbooks is not seen as an issue that stands on its own. In Book E (p76) it is seen as an effect catalysed by something else, which is collectively "poverty and inequality" – essentially, these are portrayed as being the 'provoker' of unemployment.

> *Book E (p79):*
>
> *High levels of unemployment are linked to low levels of education, which lead to low*

> *levels of skill and productivity in the labour force…*

Furthermore, the issue of poverty is being personified due to its expurgated nature (Ferguson, 2009, p913) – it is seen as the 'enemy', since unemployment is being linked to it in this book, and the use of the word is structured in such a way as to resemble a person.

> *Book E (p76):*
>
> *Poverty also makes it more difficult…*

This carries a hidden meaning that people are unemployed because of poverty, and that these poverty-stricken people are not receiving an education, therefore contributing to them not being employable. Consequently, any reference to the economic system that is portrayed as being correct, orderly and 'fluid', alludes to the notion that people who are in the system facing poverty are actually compromising the success of the system – rather than highlighting the severity of this issue and the struggles that people are facing with it. Therefore, the inference made is that unemployment is rising because of poverty.

Book C:

This book personifies poverty by creating an impression that this issue is the cause of unemployment, which cleverly reveals the connotation embedded within since it creates an impression that the economic system is fine, however, it is another socio-economic issue like poverty that contributes to rising unemployment levels. The voice here probably suggests that there would not be any unemployment were there no poverty.

The main question to ask would be, 'What would the reader engaging with text like this perceive about the state of South Africa?' Upon second glance, this particular text (Book C, p85) allows the reader to create an impression about the country, as "in 2007, 23% of the South African workforce was unemployed. In the same period, 43% of the population was living below the bread line". This was included intentionally or unintentionally to move

readers' thoughts away from the powerless or voiceless to the predominance of the system. The 'state' of South Africa is being shown with poverty and unemployment as issues that would be difficult to change.

The four textbooks suggest in a manner that is not subjected to analysis or questioning that unemployment is rising due to its link to poverty and riots, as mentioned earlier, which hence does not take into account the people who are subjected to all the suffering. Nevertheless, to construct knowledge in this way naturally excludes the people who, in actual fact, are the ones bearing the pain and suffering resulting from unemployment; however, this means of rendering the issue of unemployment highlights the concerns related to the aftermath of unemployment.

Book C (p85) states that "unemployment reduces consumption in the economy", which shows a much more distorted way of highlighting the issue of unemployment, since unemployment is being reflected as a burden to the economy. The 'system' here is being elevated, and the people facing unemployment, it would seem, are being reduced from living beings to 'items' – seeing as an allusion is made to the idea that "unemployment" spurs the reduction of the economy. The cumulative impact on the system is presented in such a way that the figures quoted are not current or relevant, *e.g.* "2007" (Book C, p 85).

5.3   Chapter summary

In conclusion, the textbooks sampled revealed that the issue of unemployment has been sketchily dealt with, reduced, distorted or constructed for the purpose of "nationalistic propaganda" (Wang & Phillion, 2010, p 567), to serve the people who wield power. Scholars like Pinto (2007, p99-105) and Green and Naidoo (2008, p235) also argue that textbooks are influenced by people of power, which produces a textbook that has characteristics which are "indoctrinating, suppressing, superficial, dogmatic, close-minded and discriminatory". Therefore, textbooks should not just be looked at in an artificial manner, but rather, should be critiqued as they tend to contain decidedly suppressing characteristics. In this study, it was discovered that the sample textbooks utilised dealt with unemployment in a very nebulous manner, and even associated the issue of unemployment with that of an unproductive labour force, categorically giving the impression that people who are unemployed are lazy and unproductive.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1   Introduction

This chapter presents the summary derived from the findings of this critical study on how unemployment has been entrenched in four Business Studies textbooks, the conclusions drawn, and the recommendations made as a product of this research project. The arguments presented in this dissertation have discussed the economic representation of unemployment as depicted in the four sample textbooks, and have looked at deeper, related issues prevalent within these texts. This research was conducted by determining to what extent, if any, the sampled textbooks have intentionally or unintentionally been influenced from an economic perspective. The conclusions were constructed based on the purpose of the study and research questions mentioned in Chapter One, in addition to the results or findings of the study outlined in Chapter Four. The effects of these findings and subsequent recommendations will also be illuminated within this chapter. Recommendations were drawn up based on the conclusions and purpose of this study; subsequently, this chapter reports the conclusions and recommendations that resulted from this research project.

6.2   Recapitulation of the purpose of the study and the findings

By recapitulating the purpose and findings of the study, the researcher finds much relevance in recapping the rationale behind this research project; this stems from a personal interest the researcher has as a Business Studies school educator. In particular, this interest has been motivated by the high degree of unemployment that South Africa is facing globally (Rankin & Roberts, 2010). By taking into account the specified context of the South African situation in which unemployment is prevalent, the researcher sought to discover what the discourse reveals from an economic perspective. From a specialised view, the grade ten level of Business Studies had been chosen because issues of unemployment are touched on within this grade under the topic 'contemporary socio-economic issues'. According to the literature reviewed in this study, unemployment is a severe issue and scholars such as Rankin and Roberts (2010, p2) state that this scenario is a cause for concern globally. The researcher has

also found through literature research that there is a distinct 'silence' in terms of the representation of unemployment in the Business Studies grade 10 textbooks sampled. Due to the limited studies found on educational research engines such as Google Scholar, Sabinet, ERIC (Educational Resources Information Centre), Microsoft Academic Search, Refseek, Virtual LRC, ISeek Education and Academic Info, with regard to text analysis on the representation of unemployment in grade 10 Business Studies textbooks, the researcher felt that this study would render sustainable research to conduct, as it would ultimately add to the current body of knowledge on the topic.

The **prevailing purpose** of this study was to determine and critically evaluate how the representation of unemployment is depicted in a sample of four Business Studies grade 10 textbooks, and why it may knowingly or unknowingly be represented in that specific manner. The aim of this study is to explore the relationship between the language used in the text and the use of 'power and dominance' by the authors and publishers of the textbooks sampled. The focus of this study is on the words written within the Business Studies grade 10 textbooks, to investigate what the discourse is saying from an economic perspective on unemployment, and who may be benefiting from the discourse.

The findings and recommendations described below are underpinned by the themes derived from the four sample textbooks, the research questions, as well as the objectives of the study. The research questions to be answered were:

1) How is unemployment embedded in grade 10 Business Studies textbooks?
2) Why is unemployment presented in that specific way in the textbooks?

The researcher had decided to conduct the study within the education sector, focusing on textbooks used in grade 10 Business Studies classrooms for the South African Further Education and Training (FET) phase. The reason behind the chosen location for the study is that from a professional point of view, the researcher has a deeper interest in the chosen field on account of presently engaging with Business Studies in the FET phase, thereby making the study a more valuable enterprise to her.

6.3   Limitations and recommendations of the study

Certain limitations had been identified in this study:

1. There are five situated meanings within Huckin's (1997) model, but the researcher had only chosen two, *viz.* topicalisation and connotations. The reason for having only chosen two was because this would enable the researcher to delve deeper into the concepts in order to obtain richer data. As a researcher, I recommend that the other three situated meanings be further examined within the scope of a doctoral study.

2. Gee (1999, p63-65) proffers 3 levels of text analysis, which are "form-function, language in context and situated meaning"; however, I elected to only use two as my analytical tools. The two I had chosen to use are level one (form-function) and level three (situated meaning). Level two (language in context) could possibly be examined in a PhD.

3. The FET phase comprises three grades, but in this study I have only used one grade instead of all three. For future studies, I recommend conducting this research in grades 11 and grade 12 to see if the results from this study may be transferrable or applicable to the other chosen grades.

4. According to the catalogue which the researcher referred to, there are five prescribed textbooks in three different languages. For this study, however, I utilised English as the spoken language, as this is the language of instruction appearing in the 5 prescribed textbooks at my disposal. I recommend that the fifth textbook be looked at as well, to strengthen the outcome of this study.

These limitations to the study would make it difficult to generalise the results found. Nevertheless, for the purpose of this study, the instruments chosen were sufficient to answer the pertinent research questions stated in Chapter One. These limitations form part of my recommendations for further study, as I suggest that in order to elicit deeper and richer findings that would make the study easier to generalise, one should adopt all three levels of Gee's (1999) model, as well as for situated meaning, use all the aspects of Huckin's (1997) model.

6.4   Contributions of this study to existing research

This study contributes to existing literature by highlighting how and why unemployment has been presented in the particular way in which it has been across four Business Studies grade 10 textbooks, through the lens of critical discourse analysis. The study found that the Business Studies textbooks sampled either knowingly or unknowingly carry marginalising messages within them. Due to this scenario, teachers should bear in mind that textbooks do portray hidden messages – therefore, they should not rely on one particular or 'solitary' resource in the classroom. By making use of different resources within the classroom, a more democratic learning environment may be fostered.

6.5   Chapter summary

This study offers a promising finding that can be transferred to other commerce subjects like Accounting and Economic and Management Studies (EMS), if the topic of unemployment is taught. The main aim of this study was to critically evaluate four Business Studies textbooks to see how and why unemployment was presented in them in the selected manner in which it had been. Further, this study outlines that the issue of unemployment has been dealt with in an inadequate manner within the sampled books, thereby creating a syllabus that is reduced, distorted or constructed for a particular purpose (Wang & Phillion, 2010), in order to serve people who wield power. The findings suggest that there is a clear misuse of power and manipulation evident amongst the four textbooks, which crafts a power struggle for readers to contend with. Therefore, textbooks should not just be looked at in a superficial manner, but rather, should be critically evaluated. Teachers should not rely singlehandedly on one resource in the classroom, as this could ultimately disadvantage learners within the classroom.

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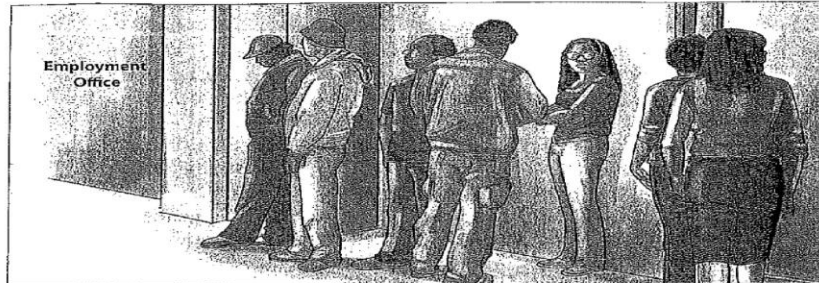
The unemployment line gets longer each year

One of the main causes of non-productivity is lack of motivation. Another is unhappiness -- with the task, the working conditions, colleagues or with the remuneration. A third, and often underestimated problem, is that of the flu (influenza) virus. Each year, between 250 000 and 500 000 people in the industrial sector worldwide die from flu. Annually, 26% of people between the ages of 18 and 64 years contract the flu virus, which means many sick leave days taken each year. Time taken off could be anything from 2–3 days to two weeks. Added up, this could mean an expense to the economy of close to R20 million each year.

Annexure B: Ethical Clearance certificate

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

09 January 2015

Ms Riona Dhanraj (209501011)
School of Education
Edgewood Campus

Dear Ms Dhanraj,

Protocol reference number: HSS/0022/015M
Project title: A critical analysis of unemployment entrenched in four Business Studies Grade 10 Textbooks

Full Approval – No Risk / Exempt Application
In response to your application received on 07 January 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: J Ramdhani
Cc Academic Leader Research: Professor P Morojele
Cc School Administrator: Ms Bongi Bhengu

Annexure C: 'Turn-it-in' report

extbooks study

ORIGINALITY REPORT

16%	14%	6%	11%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	dspace.nwu.ac.za Internet Source	1%
2	uir.unisa.ac.za Internet Source	1%
3	Submitted to University ofKwaZulu-Natal Student Paper	1%
4	www.uady.mx Internet Source	<1%
5	scholar.sun.ac.za Internet Source	<1%
6	Submitted to University of Stellenbosch, South Africa Student Paper	<1%
7	Submitted to University of Cape Town Student Paper	<1%

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Angela Bryan & Associates

6 La Vigna

Plantations

47 Shongweni Road

Hillcrest

[[I have removed a stray apostrophe that was appearing here]]

November 2017

To whom it may concern

This is to certify that the Masters Dissertation: Discourse on the Economic Representation of Unemployment in four Business Studies Grade 10 Textbooks written by Riona Dhanraj has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

Angela Bryan

angelakirbybryan@gmail.com

0832983312

Annexure E: Proof of editing (2nd editor)

Jacintha Tyrrell

Proofreader and editor, University of KwaZulu-Natal

June 2018

For att: **The Faculty Office – School of Education**

            University of KwaZulu-Natal (Edgewood)

This letter serves to inform you that the Masters dissertation entitled 'Discourse on the Economic Representation of Unemployment in four Business Studies Grade 10 textbooks', written by Riona Dhanraj (Student number: 209501011) has been proofread and edited by me. Amendments have primarily been suggested for language use, syntax, references, formatting and overall uniformity in presentation.

Should any further information be required, please do not hesitate to contact me.

With thanks for your referral and kind regards,

Jacintha Tyrrell (*nee* John)

✉   ◆ jacintha_john@yahoo.com ◆ proofreadingsa@yahoo.com